The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, June 14, 2019 meeting:

Agenda Title: **Space Management Policy**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the General Faculties Council Academic Planning Committee, approve the revisions to the Space Management Policy, as set forth in Attachment 1, to take effect upon approval by the Board of Governors.

Final Item: 4ci

Agenda Title: **Proposed Termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, to take effect upon final approval.

Final Item: 4di

Agenda Title: **University of Alberta Annual Report to the Government of Alberta**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Reputation and Public Affairs Committee (Board University Relations Committee), approve and adopt the 2018-19 University of Alberta Annual Report and empower the Associate Vice-President (Disclosure, Assurance and Institutional Research) to make any editorial changes to the Report, as needed, as long as the changes do not have the force of policy.

Final Item: 4ei

Agenda Title: **University of Alberta Comprehensive Institutional Plan (CIP) 2019-22**

WHEREAS the University of Alberta 2019-2020 Consolidated Budget was previously approved by the Board of Governors on March 15, 2019,

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, the Board Learning and Discovery Committee, and the General Faculties Council Academic Planning Committee:

- approve the 2019-22 *University of Alberta Comprehensive Institutional Plan (CIP)*, as set forth in Attachment 1 to the agenda documentation, and

- empower administration to make any editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Final Item: 6a

Agenda Title: **International Tuition Model**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the General Faculties Council Academic Planning Committee, approve a new program fee-based model for tuition for international students, to take effect for the Fall 2020 intake of new international students, as described in Attachment 1.

Final Item: 7ai

Agenda Title: **2020-2021 Tuition Fee Proposal for Incoming International Students**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the GFC Academic Planning Committee, approve tuition fees, as set forth in Attachment 1, to take effect for the Fall 2020 intake of new international students.

Final Item: 7aii

Agenda Title: **Board Delegation of Authority for Approving Increases to Residence Rental Rates and Meal Plan Rates**

Whereas the Board of Governors approved the Principles for Board of Governors Delegation of Authority *on June 15, 2018, including the following statements:*

- *The Board of Governors has employed a structure that relies upon the delegation of its provincially mandated authorities to its standing committees, the President or other members of Administration and other campus bodies; and*
- *Delegation is essential to ensure timely and efficient decision-making in smaller forums with access to appropriate resource people, while allowing the Board to focus on substantive and strategic issues of broad relevance to the university community;*

APPROVED MOTION 1: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, delegate approval of increases to residence rental rates equal or less than five percent (5%) to the Board Finance and Property Committee, effective upon Board of Governors' approval.

APPROVED MOTION 2: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, delegate approval of increases to meal plan rates equal or less than the most recently reported Alberta Consumer Price Index plus one percent (1%) to the Board Finance and Property Committee, effective upon Board of Governors' approval.

Final Item: 7b

Agenda Title: **Taking Care of our Campuses: An Integrated Asset Management Strategy (2019-2035)**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and General Faculties Council, approve the Integrated Asset Management Strategy, as proposed by the Office of the Vice-President (Facilities and Operations) and as set forth in Attachment 1, as the basis for future infrastructure decisions across all campuses.

Final Item: 7c

Agenda Title: **Workplace Impairment Policy and Procedures**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee and General Faculties Council, approve the Workplace Impairment Policy, the Workplace Impairment Disclosure and Reporting Procedure, the Managing Impairment in Safety-Sensitive Positions Procedure, and the Drug Testing Procedure, as set forth in Attachments 2 – 5, to take effect September 1, 2019.

Final Item: 8a

Agenda Title: **University of Alberta International Strategic Plan**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the proposed University of Alberta International Strategic Plan, as proposed by the Provost and Vice-President (Academic), and as contained in Attachment 1, to be effective upon final approval.

Final Item: 9a

Agenda Title: **Proposed Terms of Reference for the:**
- **Audit and Risk Committee**
- **Finance and Property Committee**
- **Governance Committee**
- **Human Resources and Compensation Committee**
- **Investment Committee**
- **Learning, Research, and Student Experience Committee**
- **Reputation and Public Affairs Committee**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of its standing committees, approve:

a) the proposed Terms of Reference for the following standing committees of the Board of Governors:
- Audit and Risk Committee
- Finance and Property Committee
- Governance Committee
- Human Resources and Compensation Committee
- Investment Committee
- Learning, Research, and Student Experience Committee, and
- Reputation and Public Affairs Committee

  as set forth in Attachment 1, to take effect July 1, 2019; and

b) the concurrent rescission of the existing Board standing committee Terms of Reference, as set forth in Attachment 2.

Final Item: 10a

Item No. 4ci

Governance Executive Summary
Action Item

Agenda Title	Space Management Policy

Motion

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the General Faculties Council Academic Planning Committee, approve the revisions to the Space Management Policy, as set forth in Attachment 1, to take effect upon approval by the Board of Governors.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Office of the Provost and Vice-President (Academic) Office of the Vice-President (Facilities and Operations)
Presenter(s)	Wendy Rodgers, Deputy Provost

Details

Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (*please be specific*)	To recommend updates to the existing Space Management Policy to enhance consistency of language across the University's policies and procedures dealing with the use of space; the updates are consistent with current practice.
Executive Summary (*outline the specific item – and remember your audience*)	The objective of the proposed revision is to ensure that the policy clearly articulates the University's approach to balancing competing interests and responsibilities in making decisions about the use of space on all campuses. The University is responsible for taking reasonable steps to ensure the safety of all members of the University community and its visitors, ensuring the proper functioning of the University, and exercising good stewardship of public resources. The University values academic freedom and free expression. In light of these responsibilities and values, in considering requests to use space, the University reserves the right to approve or deny the use of space or to make activities within University space subject to conditions, such as regulating the time or manner of use, imposing security requirements, insurance requirements, or applying other risk mitigation strategies in collaboration with the proponent.
	The Office of the Provost coordinated the process to review relevant policies and procedures, in conjunction with the Office of General Counsel and in collaboration with relevant units including the Office of the Dean of Students, University Relations, UAPS, the Office of the President, and Facilities and Operations. A consultation process engaging affected units, vice-presidential portfolios, and associations has been conducted. Feedback from the AASUA is pending and will be received prior to the Board committee cycle.
	To accompany these revisions, the University is developing a decision-making support tool for units responsible for granting or regulating permissions to use University space.
Supplementary Notes and context	

Item No. 4ci

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Office of the Provost and Vice-President (Academic) • Office of General Counsel • Dean of Students • University Relations • University of Alberta Protective Services • Office of the President
	*Those who have been **consulted**:* • Office of the Vice-President (Facilities and Operations)
	*Those who have been **informed**:* • Statutory Deans' Council – May 1, 2019 • President's Advisory Committee - Strategic – May 9, 2019
Approval Route (Governance) (including meeting dates)	Academic Planning Committee – May 22, 2019 Facilities Development Committee – May 23, 2019 Board Finance and Property Committee – May 28, 2019 Board of Governors – June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. OBJECTIVE 23: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☒ Relationship with Stakeholders ☒ Faculty and Staff ☒ Reputation ☒ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☒ Safety ☐ Leadership and Change ☐ Student Success ☒ Physical Infrastructure
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Facilities Development Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Finance and Property Committee Terms of Reference Section 3m

Attachment:

1. Space Management Policy (4 pages)

Prepared by:
Logan Mardhani-Bayne
Strategic Development Manager
Office of the Provost and Vice-President (Academic)
Email: lmardhan@ualberta.ca

Original Approval Date: March 28, 2008
Most Recent Editorial Date: June 14, 2019

Space Management Policy

Office of Accountability:	Office of the Vice-President (Facilities and Operations)
Office of Administrative Responsibility:	Office of the Vice-President (Facilities and Operations)
Approver:	Board of Governors
Scope:	Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); undergraduate, graduate and Faculty of Extension students; postdoctoral fellows; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors; and volunteers.

Overview

The *Post-Secondary Learning Act* outlines the authority through which post-secondary institutions **manage** institutional **space**.

Purpose

This policy defines university space, and outlines responsibilities for space management and administration at the University of Alberta.

POLICY

University space encompasses all **real property**, **base building systems,** and **equipment** owned and/or leased by the University of Alberta.

Any activity taking place within University space must comply with applicable laws and University policies. The University is also responsible for taking reasonable steps to ensure the safety of all members of the University community and its visitors, to ensure the proper functioning of the University, for protecting and managing its property, and for exercising good stewardship of public resources. In the context of these responsibilities, the University reserves the right to deny the use of space or to make activities within University space subject to conditions such as recovery of incremental costs directly attributed to an activity. The University may exercise this right at its sole discretion.

As directed by the Board of Governors, the Vice-President (Facilities and Operations) is responsible for the administration of University space in relation to the following:

- Adhering to the University of Alberta's strategic planning documents when controlling and centrally managing space
- Defining relevant roles and responsibilities
- Ensuring collaboration, efficient and effective stewardship and accountability in all matters
- Ensuring best practices are employed with respect to the allocation, **repurposing**, and **utilization** of space
- Addressing the current and future needs of the University community

Space management is based on Facilities Development Committee (FDC) approved **General Space Programs.**

The Vice-President (Facilities and Operations) **allocates** space to **units** or to other approved occupants.

Units work in collaboration with the Vice-President (Facilities and Operations) to distribute their allocated space by **allotting** it to departments, units or centres.

Departments, units and centres also work with the Vice-President (Facilities and Operations) to **assign** space to faculty members, staff, or to other suitable individuals and groups. Previously assigned space can be re-assigned to meet changing and developing needs.

In accordance with *the Planning and Renovation of Existing Facilities Policy*, and with University of Alberta policies on leasing and sub-leasing, any department or unit requiring the repurposing of space must consult with the Vice-President (Facilities and Operations).

Space is also entrusted to the Office of the Registrar for the purpose of academic and casual scheduling of classroom space.

Total faculty space allocations, as well as administrative allocations, are reviewed on a regular basis by the Vice-President (Facilities and Operations).

The allocation of space to a unit within the University, as well as the allotment and assignment of space within units, is subject to readjustment as the needs and priorities of the campus community change.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. **[▲Top]**

University Facilities	All lands, buildings and space owned, operated, or leased by or from the University of Alberta.
Central Management / Manage	Central space management of all University space under the administration of the Vice-President (Facilities and Operations).
Space	All real property, base building systems and equipment owned and/or leased by the University of Alberta
Real Property	Refers to land, and anything permanently placed on or under it, which may include, but is not limited to, above surface structures such as buildings and below surface items such as minerals.
Base Building Systems	Those elements of a building, including exiting systems, mechanical and electrical infrastructure, fire alarms, and public circulation required and necessary for the functioning of a building for its intended purpose.
Equipment	Affixed machines, tools and furnishings necessary to the facility for the completion of University business.
Repurposing	Redevelopment of space for another purpose and/or functional use (e.g., modernization or the addition of equipment that impacts building systems).
Utilization	Compliance with the Government of Alberta established matrices for the efficient use of space in post-secondary institutions.
General Space Programs	Describes the current state of an academic, research and/or administrative unit's activities in terms of their space needs, including student, staffing and support requirements. A space program includes a space budget that outlines how much space the unit has currently,

	how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period.
Allocation / Allocated	The distribution of space by the Space Management Office, under the authority of the Vice-President (Facilities and Operations).
Units	Administrative and/or organizational groups including faculties, departments, centres, institutes, administrative units, and non-departmental units.
Assignment / Assigned	Distribution of space by a department for the placement of individuals, purposes and functions for a period of time.
Centrally Scheduled Space	Classrooms, lecture theatres, and non-classroom space under the control of Examinations and Timetabling in the Office of the Registrar.
Facilities Development Committee (FDC)	A standing committee of General Faculties Council with delegated authority to make recommendations to General Faculties Council and the Board of Governors. The committee reviews and makes recommendations related to general space and functional programs, the design and use of facilities, and policies related to facilities and planning.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. **[▲Top]**

Capital Plan (University of Alberta)

Emeritus Policy (UAPPOL)

Filming on Campus (University of Alberta)

GFC-Facilities Development Committee Terms of Reference (University of Alberta)

Institutional Strategic Plan, For the Public Good (University of Alberta)

Maintenance Policy (UAPPOL)

Planning and Renovation of Existing Facilities Policy (UAPPOL)

Real Property Compliance Policy (UAPPOL)

Space Management Office (University of Alberta)

University Business Plan (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

Classroom Scheduling for Courses Procedure

Outdoor Site Booking Procedure

Pets on Campus Procedure

Short-Term Casual Event Booking Procedure

Space Management Procedure

Use of University Equipment by Professors Emeriti Procedure & Guideline

Vending Procedure

Item No. 4di

Governance Executive Summary
Action Item

Agenda Title	Proposed Termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation

Motion

THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, to take effect upon final approval.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation
Presenter(s)	Steven Dew, Provost and Vice-President (Academic);

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	Approval of the proposed termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition
Executive Summary (*outline the specific item – and remember your audience*)	Admission to these programs was suspended in 2015 and there are currently no students enrolled in the programs. The last student graduates in June 2019. Courses in these areas continue to be offered under a revised specialization (see supplementary notes below) in the Bachelor of Kinesiology and through the Bachelor of Arts in Recreation, Sport, and Tourism.

Supplementary Notes and context	Pending approval of the Board Learning, Research, and Student Experience Terms of Reference, future approval for the termination of degree programs will be delegated to General Faculties Council, while the Board of Governors will instead approve suspensions of degree programs.
	
	-------- 	
	
	In October 2014, APC approved changes to the Bachelor of Physical Education (BPE) program including:
	• Name change to Bachelor of Kinesiology (BKin)
	• Suspension of two concentrations in the program (Cultural and Managerial Studies of Sport and Leisure; Activity and Nutrition)
	• Name changes for a number of other concentrations as follows:
	  ○ Active Living, Health and Well-Being *to* Physical Activity and Health
	  ○ Physical Activity and Sport Performance *to* Sport performance
	  ○ Sport Coaching *to* Coaching Studies
	
	As part of the proposal, current students and alumni were given the opportunity to apply to receive a new parchment with the new degree

	name. All students in the concentrations proposed for suspension were given the opportunity to complete their programs.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Angela Bayduza, Associate Dean (Undergraduate Programs), Faculty of Kinesiology, Sport, and Recreation (KSR)
	*Those who have been **consulted**:* • KSR Undergraduate Programs Committee • Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	KSR Undergraduate Programs Committee (March 6, 2019) KSR Executive Committee (March 20, 2019) KSR Faculty Council (March 27, 2019) GFC Academic Planning Committee (May 8, 2019) Executive Committee (May 13, 2019) General Faculties Council (May 27, 2019) Board Learning, and Discovery Committee (May 31, 2019) Board of Governors (June 14, 2019) – for approval

Strategic Alignment

Alignment with *For the Public Good*	*GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.* *Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.*
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	☒ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☐ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Planning Committee Terms of Reference

Attachments

1. 'Proposal Template: Termination of the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition' (5 pages)
2. 'Approval Letter - 2015 BKin Suspensions' (1 pages)

Prepared by: Angela Bayduza, Associate Dean (Undergraduate Programs), KSR; ksradu@ualberta.ca

Alberta Advanced Education

Proposal Template: Program Termination

1.1 *Fill in the table below*:

Institution	University of Alberta, Faculty of Kinesiology, Sport, and Recreation (formerly Faculty of Physical Education and Recreation)
Program/specialization name	1) Concentration in Cultural and Managerial Study of Sport and Leisure 2) Concentration in Activity and Nutrition
Credential awarded	(1) BPE with a Concentration in Cultural and Managerial Studies of Sport and Leisure (2) BPE with a Concentration in Activity and Nutrition
Proposed effective date of termination	Upon approval

1.2 *Confirm whether*:

1.2.1 ☒ *This termination proposal was preceded by a ministry-approved suspension period.*

☐ *This termination proposal was not preceded by a ministry-approved suspension period.*

1.2.1a *If this proposal was preceded by a suspension, attach approval letter.*
See attachment.
Approval date of suspension, January 19, 2015

1.2.1b *If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.*

1.2.1c *If not preceded by suspension, indicate when students were last admitted into the program/specialization.*

1.2.2   ☐ *No active students remain in the program.*

  ☒ **Active program students remain in the program.**

* Last remaining student in the Cultural and Managerial Study of Sport
and Leisure concentration will graduate June 2019

SECTION 2: RATIONALE

2.1 *Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).*

In accordance with the UAlberta Academic Plan cornerstones of Talented People, Learning, Discovery and Citizenship, and Transformational Organization and Support, as well as the Faculty's own strategic plan objective to provide an exemplary student experience, a review of the undergraduate curriculum was completed in 2013. General goals of the review were to ensure degree content was keeping pace with new developments in knowledge and new career opportunities for graduates, to enhance learner experiences and objectives, and to reduce redundancies among the degree programs. The degree review committee of the time, presented their recommendations for revisions to the BPE program at an Academic Retreat and Town Hall in June of 2013. Final recommendations for revisions to the BPE program included the suspension of two Areas of Concentration in the BPE degree program at that time: (1) Cultural and Managerial Studies of Sport and Leisure, and (2) Activity and Nutrition. Both of these specialization areas had relatively low enrolment and/or completion rates (see table below) and contained redundancies with other parts of the undergraduate curriculum.

Enrolment in BPE concentrations:
(1) Activity & Nutrition, and (2) Cultural & Managerial Studies in Sport & Leisure

Academic Year	Total Students	Activity & Nutrition	Cultural & Managerial Studies
2005-06	384	19 (5%)	26 (7%)
2006-07	326	25 (8%)	24 (7%)
2007-08	301	25 (8%)	24 (8%)
2008-09	291	25 (9%)	23 (8%)
2009-10	308	23 (7%)	23 (7%)
2010-11	312	35 (11%)	14 (4%)
2011-12	343	36 (10%)	13 (4%)
2012-13	350	29 (8%)	13 (4%)
2013-14	326	28 (9%)	7 (2%)
2014-15	406	14 (3%)	7 (2%)
2015-16	387	3 (1%)	2 (1%)
2016-17	445	0	1 (0%)
2017-18	460	0	1 (0%)
2018-19	477	0	1 (0%)

2.2 *Provide specific information about which internal governance body approved the termination, and provide date of approval.*

Recommendations for the suspension of two areas of concentration in the BPE degree program at that time, (1) Cultural and Managerial Studies of Sport and Leisure, and (2) Activity and Nutrition, were presented and finalized through an Academic Retreat and Town Hall process in June of 2013. Final recommendations for the suspension of two areas of concentration in the BPE degree program were presented and approved by the Faculty's Undergraduate Programs Committee (September 13, 2013), Faculty Executive Committee (September 18, 2013), and Faculty Council (September 25, 2013).

Ministerial approval for suspension of the two areas of concentration was received on January 19, 2015.

Final recommendations for termination of the (1) Cultural and Managerial Studies of Sport and Leisure Concentration and the (2) Activity and Nutrition Concentration have been presented and approved by the Faculty's Undergraduate Programs Committee (March 6, 2019), the Faculty's Executive Committee (March 20, 2019), and Faculty Council (March 27, 2019).

SECTION 3: ACCESS

3.1 *Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).*

There are no anticipated impacts of the two proposed concentration terminations. The Faculty continues to provide course work and opportunity to prepare students in both concentration areas.

3.2 *If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.*
Not Applicable.

3.3 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

As part of the suspension process, discussions with students enrolled at that time, anonymous survey results collected from students, and the governance process within the Faculty also included student participation. As well, the Faculty of Kinesiology, Sport, and Recreation governance process continues to include students at each internal governance level.

4.1 *Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.*
Not Applicable.

4.2 *Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.*

During the suspension process, when communicating with external partners, information regarding the proposed suspensions and eventual terminations was provided to the external institutions and internal departments with which we have partnerships with. During discussions and clarifications with the appropriate individual of each partner, assurances were provided to our partners that students associated with each of these partnerships at that time, and/or in the year prior to the year the suspensions took effect, would be permitted to complete their degree program as planned, which included their Area of Concentration. Though we did not continue to accept any enrollments into the suspended concentrations after the approved suspension dates, these concentrations were kept active to provide students who may have taken a leave of absence or to attend part-time from our various partnerships, ample time to complete these concentrations. It was communicated at that time that the Faculty would eventually move to terminate these concentrations once the last student's program, with one of the declared (1) Cultural and Managerial Studies of Sport and Leisure Concentration or (2) Activity and Nutrition Concentration, was completed.

As a result, pertinent partners and audiences are already aware that these two concentrations will be terminated.

4.3 *Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.*

There are no anticipated reallocation of resources in relation to the proposes termination of either the (1) Cultural and Managerial Studies of Sport and Leisure Concentration or the (2) Activity and Nutrition Concentration since the number of students who have been declared enrolled with either of the concentrations has been very few, and consistently declining. Resources dedicated to advising have been reallocated to other students enrolled in the Faculty.

Alberta Advanced Education

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Alberta ■ Innovation and
Advanced Education

AR 45798

January 19, 2015

Dr. Olive Yonge
Interim Provost and Vice-President (Academic)
University of Alberta
2-40 South Academic Building
Edmonton, AB T6G 2G7

Dear Dr. Yonge/ ive

Innovation and Advanced Education has reviewed the University of Alberta's proposal to suspend the Cultural and Managerial Studies of Sport and Leisure and the Activity and Nutrition specializations within the Bachelor of Kinesiology program from September 1, 2015 to September 1, 2020.

The department approves these suspensions on the understanding that the Board of Governors proposes them based on low enrolment and/or completion rates over several years, and given curriculum redundancies with other specializations in the program and other programs at the University of Alberta. Please advise the department, through the Provider and Program Registry System, of the institution's plan to reactivate or terminate the specialization six months prior to the suspension end date.

We appreciate the University of Alberta's commitment to providing high-quality programming and its ongoing program review and renewal processes.

Sincerely,

Marcia Nelson
Deputy Minister
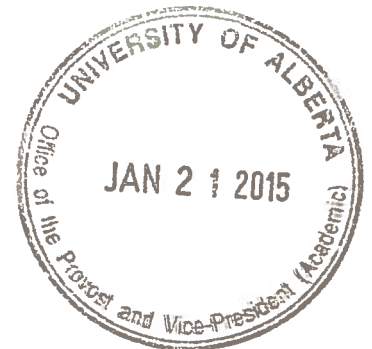
cc: Douglas O. Goss, Q.C., Chair, Board of Governors, University of Alberta

Item No. 4ei

Governance Executive Summary
Action Item

Agenda Title	University of Alberta Annual Report to the Government of Alberta

Motion

THAT the Board of Governors, on the recommendation of the Board Reputation and Public Affairs Committee (Board University Relations Committee), approve and adopt the 2018-19 University of Alberta Annual Report and empower the Associate Vice-President (Disclosure, Assurance and Institutional Research) to make any editorial changes to the Report, as needed, as long as the changes do not have the force of policy.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Vice-President (Finance and Administration)
Presenter(s)	Gitta Kulczycki, Vice-President (Finance and Administration) Deborah Williams, Associate Vice-President, Disclosure, Assurance, and Institutional Research (DAIR)

Details

Responsibility	Finance and Administration
The Purpose of the Proposal is	To approve and adopt the University of Alberta 2018-19 Annual Report
Executive Summary	A retrospective document, the Annual Report presents accomplishments and progress made during the period of April 1, 2018 to March 31, 2019 per the university's Comprehensive Institutional Plan (CIP) 2018-21. Development and submission of an Annual Report is a legislative requirement of the Government of Alberta, and is prepared in accordance with annual reporting guidelines from Advanced Education. The Annual Report is also intended to function as a report to the university community on progress against *For the Public Good*. Accordingly, the document reports on the five goals articulated in *For the Public Good*, while also demonstrating how these contribute to advancing government's principles for the adult learning system (accessibility, affordability, quality, coordination, accountability). Financial components follow a separate approval route and are incorporated into the Annual Report following their approval by the Board. Following Board approval, the Annual Report is to be submitted to Alberta Advanced Education by September 30, 2019. This document then will be distributed primarily within the University and Government of Alberta offices, though it will be publicly available as well, as required by legislation.
Supplementary Notes / context	The following changes have been made to the annual report as it has moved through governance committees: • the audited financial statements, as approved by the Board of Governors on May 27, 2019, have been included; • Lynn Parish was listed twice in the list of Board Members on page 4, this has been corrected;

	• on page 29, second paragraph, the U of A remains in 4th place (not 5th); and • on page 40, last sentence should read 'Bachelor of Arts in Media Studies' (instead of Bachelor of Fine Arts…).

Engagement and Routing

Consultation and Stakeholder Participation	Actively **participating**: • Office of the President (March 28, 2019) • PEC-O (April 18, 2019)
	Consulted: • U of A business areas to develop respective sections of the report. • The Annual Report Advisory Committee, whose membership comprises representatives from the President's Office, the Provost's Office, University Relations, and Internal Communications, to ensure the report comprehensively reflects the breadth of the institution and supports consistent messaging. • Advanced Education staff involved with CIP and Annual Reporting preparation.
Approval Route (Governance) (including meeting dates)	• GFC Academic Planning Committee (APC) – for information (May 8, 2019) • Board Audit and Risk Committee – financial portion only (May 27, 2019) • Board Reputation and Public Affairs Committee – recommendation (May 31, 2019.) • Board of Governors –final approval (June 14, 2019)

Strategic Alignment

Alignment with *For the Public Good*	*For the Public Good* goals (and respective objectives and strategies) are all directly aligned with the adult learning system principles; specific references are noted throughout the Annual Report.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. ☐ Enrolment Management ☒ Relationship with Stakeholders ☐ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act (PSLA)* Terms of Reference for the Board Reputation and Public Affairs Committee (formerly the Board University Relations Committee) 3 a and e

Attachments:

1. University of Alberta Annual Report, 2018-19 (DRAFT) (130 pages)
2. Advanced Education Annual Report Guidelines, 2018-19 (16 pages)

Prepared by: Deborah Williams, Associate Vice-President, DAIR, deborah.williams@ualberta.ca

UNIVERSITY OF
ALBERTA

ANNUAL REPORT 2018-2019

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BOARD OF GOVERNORS

(Membership list as of May 1, 2019)

MEMBER / ROLE	RELATIONSHIP

Voting – Appointed Members

Michael Phair, Chair
(Term end: February 23, 2022)   General Public

Lynn Parish, Vice-Chair
(Term end: March 6, 2020)   General Public

Matthew Barnett, Member
(Term end: April 11, 2020)   Non-Academic Staff Representative (NASA Appointee)

Mary Pat Barry, Member
(Term end: July 3, 2020)   University of Alberta Alumni Association Representative

Akanksha Bhatnagar
(Term end: April 30, 2020)   President (Students' Union)

Katherine Binhammer, Member   Academic Staff Representation (General Faculties Council
(Term end: June 30, 2020)   Appointee)

Charlene Butler, Member
(Term end: July 15, 2020)   University of Alberta Senate Representative

Fahed Elian, Member
(Term End: April 30, 2020)   President (Graduate Students' Association)

Rowan Ley, Member
(Term end: April 30, 2020)   Undergraduate Board of Governors Representative

Kirk MacLeod, Member
(Term end: January 30, 2021)   General Public

Raymond Muzyka, Member
(Term end: June 27, 2020)   General Public

Lynne Paradis, Member
(Term end: March 6, 2020)   General Public

Zahra Somani, Member
(Term end: March 6, 2020)   General Public

Sheri Somerville, Member
(Term end: March 6, 2020)   General Public

Douglas Stollery, Member
(Term end: June 18, 2020)   Chancellor, University of Alberta

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Glenn Stowkowy, Member (Term end: June 18, 2019)	University of Alberta Alumni Association Representative
Owen Tobert, Member (Term end: March 6, 2020)	General Public
David Turpin, Member (Term end: June 30, 2020)	President and Vice-Chancellor, University of Alberta
Donna Wilson, Member (Term end: November 25, 2021)	Academic Staff Representative (AASUA Appointee)
Vacant Position	General Public

Non-Voting – Appointed Members

Steven Dew, Official (Term end: June 30, 2020)	Provost and Vice-President (Academic)
Marion Haggarty-France, Official	University Secretary
Brad Hamdon, Official	General Counsel
Gitta Kulczycki, Official (Term end: June 30, 2021)	Vice-President (Finance and Administration)
Matthias Ruth, Official (Term end: June 30, 2023)	Vice-President (Research)
Andrew Sharman, Official (Term end: June 30, 2021)	Vice-President (Facilities and Operations)
Kelly Spencer, Official	Interim Vice-President (Advancement)
Catherine Swindlehurst, Official	Chief of Staff (President's Office)
Jacqui Tam, Official (Term end: June 30, 2022)	Vice-President (University Relations)
Juli Zinken, Official	Board Secretary and Manager, Board Services

ACCOUNTABILITY STATEMENT

The University of Alberta's Annual Report for the year ended March 31, 2019, was prepared under the Board's direction in accordance with the *Fiscal Planning and Transparency Act* and ministerial guidelines established pursuant to the *Post-Secondary Learning Act.* All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Michael Phair
Chair, Board of Governors

MANAGEMENT'S RESPONSIBILITY FOR REPORTING

University of Alberta's management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained and assets are properly accounted for and safeguarded.

The Annual Report has been developed under the oversight of the institution's audit committee, as well as approved by the Board of Governors and is prepared in accordance with the *Fiscal Planning and Transparency Act* and the *Post-secondary Learning Act*.

The Auditor General of Alberta, the institution's external auditor appointed under the *Auditor General Act*, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.

_____   _____

David H. Turpin   Gitta Kulczycki
President and Vice-Chancellor   Vice-President (Finance & Administration)
                                                                 and Chief Financial Officer

MESSAGE FROM THE PRESIDENT

The University of Alberta stands among Canada's most enduring and vital public institutions. We push the limits of human understanding and knowledge. We inspire outstanding achievements in learning, discovery, citizenship and service—and for more than a century those achievements have shaped Alberta's future. Aspiring to be both forward and outward looking, we set five key goals in *For the Public Good*, the university's strategic plan: **Build** a diverse and inclusive community; **Experience** rewarding learning opportunities; **Excel** as individuals and foster a culture that champions distinction; **Engage** communities across our province, nation, and the world; and **Sustain** our people, our work, and the environment. In meeting these goals, the University of Alberta plays a central role in building Alberta's capacity for long-term, knowledge-driven, sustainable development at the global forefront.

Albertans need access to high-quality, affordable post-secondary education and our province needs highly skilled people who will lead our workforce in the coming years. At the U of A, work-integrated and experiential learning opportunities increasingly link our students to their futures and prepare them for success in the evolving knowledge economy - in fact, nearly 85% of our students engage in these high-impact opportunities during their undergraduate career. Today, according to the 2019 QS World University Rankings, U of A graduates have the highest employment rate in Canada - and one of the best employment rates in the world.

The U of A is also a critical engine of research innovation and economic diversification. Our researchers collaborate with industry and government to identify and understand shared problems, find solutions and bring new ideas to market. U of A research is invigorating and re-shaping diverse sectors across the province and nation—from health, energy, and technology through to the arts, culture, and recreation. We also stand at the front edge of emerging new industries. We are commercializing nano-fabrication research, creating spin-offs that produce next-generation renewable fuels, and building health technology companies. We are widely recognized as one of the top AI and machine learning research universities in the world, and are a key partner in the $125 million pan-Canadian AI strategy. Our work sparks and feeds widespread social, cultural, and economic benefits for Albertans and Canadians.

We strive to attract and steward the resources we need to deliver excellence. We receive more than $500 million annually in sponsored research funding. Our research funding was bolstered by a fundraising year with nearly $168 million in donations. At the same time, we embarked on a multi-year benchmarking program (UniForum) that will help us to increase the efficiency and effectiveness of our administrative services and activities. We also began the transition to a new budget model that more effectively directs operating resources to the core activities of the university: teaching and research.

The University of Alberta has been a key part of Alberta's growth and prosperity, and we are proud to contribute to its future. This tradition of excellence and a record of public leadership is evidenced by the many activities and achievements captured in this report. Moving forward, we will continue to play a lead role in building a better province, a better Canada, and a better world.

David H. Turpin, CM, PhD, LLD, FRSC
President and Vice-Chancellor

OPERATIONAL OVERVIEW

The University of Alberta (the U of A / university) upheld its reputation as a world-class public education institution as reflected by its ranking as one of the top universities in the world. The university delivers research and teaching that has global quality, relevance and impact while ensuring that its world-class programs are accessible to Albertans and the top students from across Canada and the world. As well, the university plays a lead role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation. Its activities enhance the range and quality of student opportunities and build Alberta's capacity for long-term, knowledge-driven, sustainable development at the global forefront.

The U of A maintains its focus on instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment; and continues to discover, disseminate and apply new knowledge through interrelated core activities. It provides graduate and undergraduate students with the opportunity to earn internationally respected credentials, including bachelor, master and doctoral degrees and university certificates and diplomas, and provide French-language programs leading to university degrees, certificates and diplomas, as well as college certificates and diplomas.

The university, a balanced multi-campus academy with strong arts and sciences programs, creates an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social and community enrichment, health and wellness and career and life development have been, and continue to be, cornerstones of the University of Alberta student experience. The intellectual and creative diversity of the campus, including its international and multi-cultural population and exchange programs, creates an engaging student experience. As well, experiential learning opportunities based in the community augment on-campus activities with real-life applications.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Indigenous communities with access to U of A programs. The university's research and creative activities have a dual impact through the preparation of highly-qualified graduates and a continuous flow of innovation. The university attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally recognized level of excellence. The university faculties, centres and institutes combine their resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The university actively transfers new knowledge and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

The U of A has continued its mandate of offering a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. There were no significant changes within the institutional environment that diverted the U of A from projections made in its Comprehensive Institutional Plan, 2018-21; this includes no major changes to programming in terms of overall enrollment increases or decreases.

GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

The focus of the university's strategic plan, *For the Public Good* is to "inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great university's for the public good." *For the Public Good* goals directly support the principles of Alberta's adult learning system, as seen in the table below.

Adult Learning System Principles	For the Public Good Goals
Accessibility, which means that every Albertan should have the same opportunity to get a post-secondary education.	**Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. **Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world. **Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.
Affordability, which means that every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstances.	**Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.
Quality, which means that Albertans should get the best education possible here at home.	**Excel** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service. **Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world. **Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. **Engage** communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships and collaborations.
Coordination, which means that Albertans should get full advantage from a diverse post-secondary system.	**Engage** communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships and collaborations. **Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. **Excel** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.
Accountability, which means that post-secondary education providers must be accountable to students, the government, and Albertans.	**Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world. **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

This section speaks to key accomplishments and progress made in the 2018-19 fiscal year, compared against the U of A's Comprehensive Institutional Plan (CIP) for 2018-2021, and in alignment with principles of Alberta's adult learning system and goals of *For the Public Good.*

Adult Learning System Principle:
    Accessibility - every Albertan should have the same opportunity to get a post-secondary education.

Related *For the Public Good* Goals: Sustain, Build, Experience
    Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

    Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

    Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

Key Accomplishments:
Alberta is home to one of the world's top public universities. The University of Alberta strives to ensure that all Albertans benefit from high-quality education, leading scholarship, cutting edge research, and outstanding service.

- The University of Alberta has a long history of commitment to equity, diversity, and inclusivity (EDI). It has reached a new milestone with the launch of the EDI Strategic Plan - a common vision and framework to inspire, guide, and support current and future EDI efforts across the university.

- The Indigenous Health Initiatives Program was founded in 1988 to encourage First Nations, Inuit and Métis students to enroll in medicine. The program previously admitted up to five students per year - a quota that was eliminated this past year. Beginning in fall 2019, *all* Indigenous students who meet the eligibility requirements through IHIP will be offered a place in medical school.

- Indigenous Canada - a massive open online course that explores Indigenous histories and contemporary issues in Canada - became the most popular online course in the country. More than 31,000 people have registered for the course.

- The U of A officially opened its state-of-the-art archival facility, which houses scholarly materials dating back to 1908. The new Research and Collection Resource Facility is open for public use, and better protects and provides access to thousands of collections, safeguarding records for generations to come.

- Two innovative new U of A programs were approved:

  - Beginning fall 2020, the Department of Political Science will offer a Master of Arts in Policy Studies program that emphasizes experiential learning and incorporates paid practicums and post-graduation internships.

  - The Faculty of Agricultural, Life & Environmental Sciences and the Alberta School of Business launched a joint degree in Fashion Business Management - the only program of its kind in Western Canada.

- Popular "Surgery 101" podcasts were expanded to include children's content aimed at teaching them about their bodies and sparking their interest in health careers. The project allows anyone around the world to use these U of A-branded podcasts for free in classes, seminars, presentations and workshops.

Report on 2018-21 CIP Progress in Relation to Accessibility

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
Goals				
2017-G1	Prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives.	2018 Revised: Implementation will be Ongoing	Ongoing.	**Sustain,** Objective 19
2017-G2	Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful and sustainable response to the report of the Truth and Reconciliation Commission of Canada.	Ongoing	Ongoing.	**Build,** Objective 4
2017-G3	Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world.	2025	National recruitment strategy and targeted support for Indigenous enrolment and retention is underway.	**Build,** Objective 1
2017-G4	Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity.	2025	Ongoing faculty renewal.	**Build,** Objectives 2 & 3
Priority Initiatives				
2017-P1	Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs and services and promotes resilience and work-life balance.	2017 Revised: Implementation will be Ongoing	The Healthy University Strategic Plan was completed. The implementation phase is underway. Related activities include Mental Health Workshops to help students, staff and faculty deal with issues such as depression and anxiety.	**Sustain,** Objective 19 Strategy i
2017-P2	Continue the implementation of top recommendations of the 2016 Review of the U of A's Response to Sexual Assault.	2018 Revised: Implementation will be Ongoing	Continued implementation of Sexual Violence Policy through awareness activities and regular training and education offered through the Sexual Assault Centre.	N/A
2017-P3	Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student.	2018	This initiative was completed; two new student residences were opened.	**Experience,** Objective 8 Strategy i
2017-P4	Build the Maskwa House of Learning as a place of understanding, welcome and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples and where Indigenous students can access the social, cultural and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive and welcoming and supportive.	2019	The Advancement Feasibility Study was completed.	**Build,** Objective 4 Strategy ii
2017-P5	Foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation.	2020	Development of research guidelines on Indigenous community engagement is underway. Development of a Vice-Provost position on Indigenous activities is underway.	**Build,** Objective 4 Strategy i

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
2017-P6	Review, improve and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples and peoples with disabilities.	2020	An institutional Strategic Plan for Equity, Diversity and Inclusion (EDI) was developed and launched.	**Build,** Objectives 2 and 3 Strategy ii
2017-P7	Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance and enhance services and programs to ensure their academic success and integration into the activities of the university.	2020	Development of an International Strategy entered into its final stages.	**Build,** Objective 1 Strategy iii
2017-P8	Moved to Affordability			
2017-P9	Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming.	2025	Year 2 of the National Recruitment Strategy was completed, and all Key Performance Indicators for the year were achieved. Year 3 of the strategy is underway.	**Build,** Objective 1 Strategy i
2017-P10	Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.	2025	Added to capacity created in 2017/18 – established a new position to support transfer students from First Nations Colleges. Other Indigenous student recruitment initiatives were ongoing.	**Build,** Objective 1 Strategy ii
2017-P11	Highlight and strengthen the role that Campus Saint-Jean (CSJ) plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic Francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services.	Ongoing	Ongoing work on translation of services to CSJ students continued.	**Experience** Objective 9 Strategy ii
Expected Outcomes				
2018-EO1	Enhanced tracking and reporting on student merit-based and needs-based awards.	2018	Continued enhancements to the Annual Student Financial Supports Report.	**Build,** Objective 1 Strategy iv
2018-EO2	Enhanced institutional understanding of the new sexual violence policy through educational opportunities for students and staff, communications and committee oversight.	Ongoing	Related activities include providing information sessions specific to working with survivors of sexual assault and better preparing participants to receive disclosures from and provide referrals to survivors.	N/A
2017-EO1	Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, well-being and safety of the university community.	2019	The Healthy University Strategic Plan was completed; implementation is ongoing.	**Sustain,** Objective 19 Strategy i
2017-EO2	An enriched student academic experience that links learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students.	2018	This was completed; two new student residences were opened.	**Experience** Objective 8
2017-EO3	An increased understanding and inclusion of First Nation, Métis and Inuit perspectives in university activities, supported by increased visibility and celebration of Indigenous culture, researchers and learners.	2020	Development of Vice-Provost position on Indigenous initiatives is underway.	**Build,** Objective 4

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good Alignment*
2017-EO4	Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy.	Ongoing, completed by 2025	An institutional Strategic Plan for Equity, Diversity and Inclusivity (EDI) was developed and launched.	**Build,** Objective 2 Strategy ii; and Objective 3 Strategy ii
2017-EO5	Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy.	2025	Thirty seven (37) new assistant professors were recruited in 2018-19.	**Build,** Objective 2 Strategies I and ii
2017-EO6	Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the needs of Alberta learners.	2025	Year 2 of the National Recruitment Strategy was completed, and all Key Performance Indicators for the year were achieved. Year 3 of the strategy is underway.	**Build,** Objective 1
2017-EO7	Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta's population. Improved retention of Indigenous students to match retention for other groups in the same cohorts.	2025	Indigenous undergraduate enrolment increased by 8.7 percent in 2018, to a total of 1,175 students.	**Build,** Objective 1 Strategy 2
Performance Measures				
2017-PM1	Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target undergoing validation in 2017-18); percentage of students from out-of-province; and percentage of Indigenous students (target: Indigenous student population is proportionate to the Indigenous population in Alberta).	2018-25	Just under one-third of U of A undergraduate students and just over one-third of graduate students come from outside of Edmonton. These proportions have remained relatively stable at just over 31% and 35%, respectively, between 2016-17 and 2018-19.

Over these same reporting periods, proportions of undergraduate and graduate students from outside of Alberta has also remained quite consistent at approximately 27% and 60%, respectively.

Proportions of Indigenous students has increased slightly from 4.0% in 2016-17 to 4.4% in 2018-19.

(See Tables 1, 2 and 3 for related data.) | **Build,** Objective 1 |

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good Alignment*
2017-PM2	Composition of faculty and staff: gender (target: 43% female professoriate by 2025), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status. Note: Data are only available for continuing, operating-funded positions; broader data collection and target setting are pending. Data are self-reported.	2025	Representation of faculty who are female has been increasing over the past three years. In 2018-19, the proportion of faculty who are female was at 37.6% indicating that the university is on track towards achieving its 2025 target of 43%). Staff who are female has remained quite stable at just under two thirds of all staff (63.4%). Between 2016 and 2018, a slight increase has been seen in the proportion of faculty members who are Indigenous or of a visible minority. (See Table 5 and Figure 1 for related data.)	**Build,** Objectives 2 and 3
2017-PM3	Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25%	2040	The percentage of full-time students living in purpose-built student housing where there is intentional programming was 13%. *Note: this assumes full-time enrollment to be 35,210 in 2018/19.*	**Experience** Objective 8

Access and Enrolment Trends

Just under one-third of U of A undergraduate students and just over one-third of graduate students come from outside of Edmonton. These proportions have remained relatively stable over the reported period.

Table 1: Composition of the Student Body from Outside of Edmonton

Proportion of Alberta Students from Outside of Edmonton	2016-17	2017-18	2018-19
Undergraduate	31.3%	31.2%	31.1%
Graduate	35.5%	35.2%	35.7%
Total	**31.9%**	**31.7%**	**31.6%**

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
Notes: Proportion based on students registered on December 1 of the reported year. Alberta students from outside of Edmonton, have an original hometown census province of Alberta and an original hometown census division other than Edmonton. The undergraduate figures:
- Include students in career preparation programs.
- Exclude post-graduate medical residents, students who did not report a hometown, students who are only auditing courses, and withdrawn students.

Just over one-quarter of undergraduate students are from outside of Alberta. The majority of graduate students' hometowns are outside of Alberta.

Table 2: Composition of the Student Body from Outside of Alberta

Proportion of Students from Outside Alberta	2016-17	2017-18	2018-19
Undergraduate	26.7%	26.9%	26.9%
Graduate	60.2%	59.6%	60.5%
Total	**33.4%**	**33.5%**	**33.8%**

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
Notes: Proportion based on students registered on December 1 of the reported year.
Percent outside Alberta includes students with an original hometown province that is not Alberta.
The undergraduate figures:
- Include students in career preparation programs.
- Exclude post-graduate medical residents, students who did not report a hometown province, students who are only auditing courses, and withdrawn students.

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The proportion of students who have self-identified as Aboriginal has increased slightly since 2016-17.

Table 3: Composition of the Student Body, Self-identified as Aboriginal

Proportion of Students who have self-identified as Aboriginal	2016-17	2017-18	2018-19
Total	**4.0%**	**4.0%**	**4.4%**

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
Notes: Reflects students registered on December 1 of the reported year. Includes undergraduate students with an original hometown province of Alberta who have self-identified as being of Aboriginal ancestry. Excludes post-graduate medical residents, students who are only auditing courses, and withdrawn students.

Masters students continue to experience the highest completion rates compared to Undergraduate and PhD students. PhD student completion rates improved slightly over the reported period, however, because the PhD cohort is small, changes of a few students result in relatively large percentage changes. Undergraduate student completion rates remain very stable hovering at about 76%.

Table 4: Student Completion Rates

Report Year	Undergraduate	Masters	PhD
2017-18	76.1%	90.4%	82.2%
2016-17	76.0%	90.1%	84.5%
2015-16	76.9%	89.8%	82.1%

Source: Acorn Institutional Data Warehouse, U of A
Notes: Completion rates reflect the percentage of full-time students completing a degree-granting program within a designated number of years from the time of their first registration. Undergraduate completion rates reflect students in the following: Direct Entry Programs, admitted from high school (6 years); Second Entry Programs (5 years); and Transfers from other post-secondary institutions (5 years). Graduate completion rates reflect students in the following: Masters completion rates (5 years); and PhD completion rates (9 years). Graduate completion rates have been adjusted to provide additional time for students who change programs and to allow for convocation records that don't exactly align with the program of registration; historical rates have been restated. Excludes withdrawn and part-time students.

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Building Diverse and Inclusive Faculty and Staff
Representation of faculty who are female has been increasing over the past three years. The proportion of staff who are female has remained quite stable over the same time period at just under two thirds of all staff.

## Table 5: Proportion of Faculty and Staff who are Female

	2016-17	2017-18	2018-19
Proportion of faculty who are female	36.1%	37.0%	37.6%
Proportion of staff who are female	63.4%	63.2%	63.4%

Source: Acorn Institutional Data Warehouse, U of A, HR - Staff Headcount and FTE
Notes: Data are as of October 1 of each respective year. Faculty includes professors in teaching faculties.
Staff includes the Administrative Professional Officers, Contract Academic Teaching Staff, Faculty Service Officers, Librarians, Research Academic Staff, and Support Staff (not casual).

The U of A continues to provide equal employment opportunities for Aboriginal people, persons with disabilities, and members of visible minorities.

Figure 1: Faculty Composition Trend, Percentage of All Professoriate, 2016 to 2018
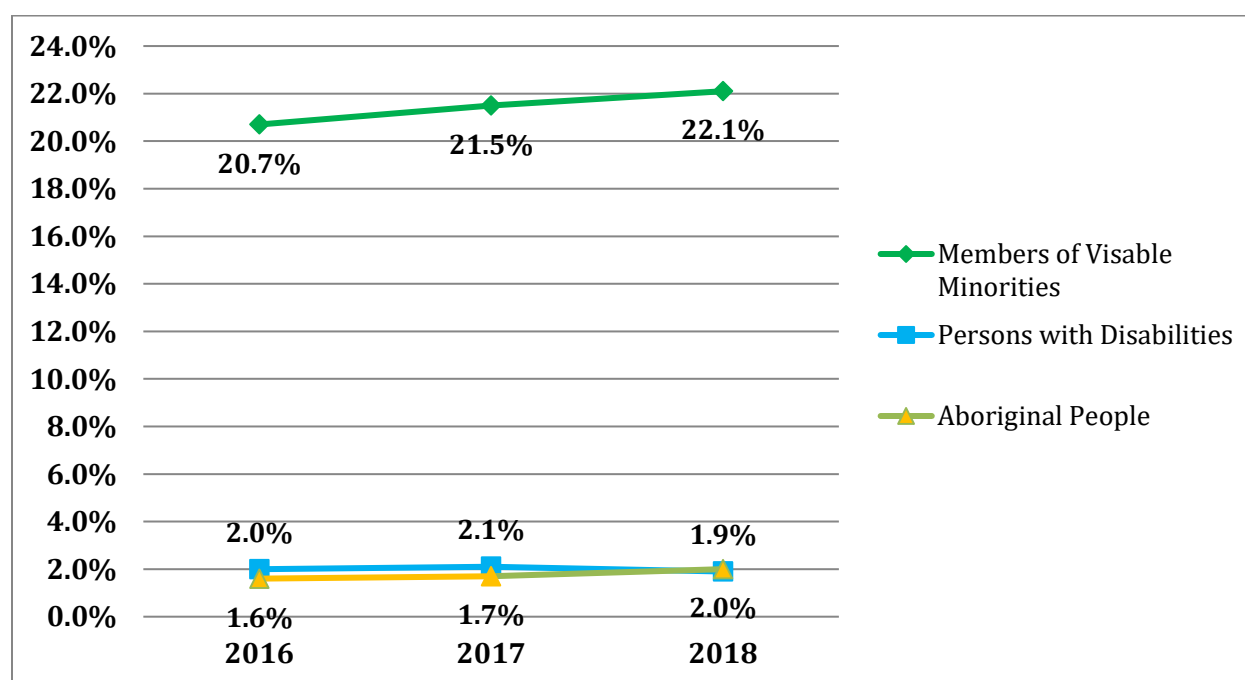
Source: U of A Equity Survey
Notes: Faculty includes full, associate and assistant professors, including those who have an administrative appointment. Proportions are based on number of survey respondents. Aboriginal peoples are persons who self-identify as North American Indian (Status, non-Status, and Treaty), Inuit, or Métis. Persons with disabilities are persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning disability. Members of visible minorities are persons, other than Aboriginal Peoples, who are non-Caucasian in race or non-white in colour, regardless of their birthplace or citizenship. The visible minority category includes Chinese, South Asian, Black, Arab, West Asian, Filipino, Southeast Asian, Latin American, Japanese, Korean, Indigenous People from outside North America, and Persons of Mixed Origin.
2018 figures are preliminary and may change once finalized.

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Adult Learning System Principle:
> **Affordability** - every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstances.

Related *For the Public Good* Goal:
> **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

Key Accomplishments:
Affordability is underpinned by the university's ability to attract and steward resources which enable excellence in teaching, learning, research, and service. The University of Alberta strives to provide strong student financial supports, promote equitable access, and deliver research and education at the high standard Albertans and Canadians expect.

- The U of A is transitioning from an incremental budget model to a new budget model that more effectively directs operating resources to core activities: teaching and research. The new model will help bring transparency to resource allocation, align spending with strategic priorities, and create a culture of long-term academic planning.

- A 2% increase in the Campus Alberta grant and tuition backfill - amounting to $16.9M - was allocated to program and learning space development, student safety and security infrastructure, and other strategic initiatives including experiential learning, signature areas of research and teaching, and professional and leadership development.

- Ten infrastructure projects - including a new student innovation centre and lab upgrades -were completed thanks to the Post-secondary Institutions Strategic Investment Fund. The federal government also announced $39 million in discovery grants from the Natural Sciences and Engineering Research Council to support fundamental research at the U of A.

- A five-year, $50-million commitment from the provincial government added new seats in tech programs across Alberta. The first round of funding included 25 new seats in the U of A's BSc Computing Science (After Degree) program.

- The Faculty of Engineering celebrated the opening of the Elko Engineering Garage. The 6,000-square-foot space provides students with new hands-on learning opportunities, using tools and equipment to build devices they've designed.

- Following extensive consultations, Ancillary Services implemented a new residence meal plan. The flat-rate meal plan model, based on successful programs at other Canadian universities, provides greater options as well as more financial certainty for students.

- Due to a concerted effort to keep residence rates as low as possible, necessary investments in maintenance did not occur at Michener Park, resulting in this facility falling into disrepair. With a deferred maintenance liability and, understandably, very low tenant satisfaction, this residence was scheduled for closure in June 2020.

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Report on 2018-21 CIP Progress in Relation to Affordability

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
Goals				
2017-G5	Ensure that the University of Alberta's campuses, facilities, utilities and Information Technology infrastructure can continue to meet the needs and strategic goals of the university.	2018	Development of the Integrated Asset Management Strategy is nearly complete. This strategy will be used for informing decisions to reduce reliance on leased space and more effectively utilize on-campus space.	**Sustain,** Objective 23
2017-G6	Secure and steward financial resources to sustain, enhance, promote and facilitate the university's core mission and strategic goals	2020	Joint tuition and budget consultation mechanism with students was put in place. Budgeting system implementation is ongoing. Continued making progress on development and implementation of new budget model and multi-year planning framework. Wording of G6 was updated for the 2019-22 CIP as follows: Ensure robust student financial support in the context of financial stewardship to sustain, enhance, promote and facilitate the university's core mission and strategic goals. (2020)	**Sustain,** Objective 22
2017-G7	Continue to build and support an integrated approach to social, economic and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building and the operations that support them.	2020	Completed ahead of expected completion date. Physical sustainability functions were fully integrated into operational units.	**Sustain,** Objective 20
Priority Initiatives				
2018-P1	Exploit building analytics (e.g. Enterprise Asset Management) to fully implement a data-driven approach to maintaining, renovating and repurposing existing space on campus with a view to ensuring the best balance between providing modern learning environments and the ability to sustain building infrastructure over the long-term.	2018	Ongoing	**Sustain,** Objective 20 Strategy ii and Strategy iii; and Objective 22 Strategy iii
2017-P1	Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support. (This initiative was moved from Accessibility)	2025	Provided almost $63 million in needs-based student aid.	**Build,** Objective 1 Strategy iv
2017-P2	Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information and access to shared, reliable institutional data.	2018	Completed	**Sustain,** Objective 21 Strategy i
2017-P3	Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability.	2020	Completed	

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Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
2017-P4	Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning and research activities.	Updated to 2022 due to 2017 funding received.	Renovation is underway and on schedule.	**Sustain,** Objective 23 Strategy i
2017-P5	Revised 2017-P5 - Explore options to refurbish facilities for the Faculty of Arts, specifically Music and Arts and Design on North Campus.	2028 (multi-phased)	The university is awaiting decision on funding.	**Sustain,** Objective 23 Strategy i
Expected Outcomes				
2017-EO1	Launch of key IT solutions and enhancements that enable the secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial and human resource management.	2018 Revised: Enhancements are Ongoing	Solutions were launched as described in the Information Technology section of this report.	**Sustain,** Objective 23 Strategy iii
2017-EO2	Continued advancement of the three pillars of sustainability: environmental, economic and social, through action to "green" U of A activities, reduce energy demands and promote sustainability across all university activities.	2020	Completed. Physical sustainability functions were fully integrated into operational units.	**Sustain,** Objective 20 Strategy i, ii, iii
2017-EO3	Continued optimization of the university's financial resources, including the management of endowments, to support long-term institutional sustainability	2020	Continued progress on implementation of a new budget system and multi-year planning process.	**Sustain,** Objective 22 Strategy ii
Performance Measures				
2017-PM1	STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating.	2017	The university achieved a gold rating in 2017. This evaluation is conducted on a tri-annual basis with the next rating due in 2020	**Sustain,** Objective 20
2017-PM2	Net Operating Revenues Ratio. This is a core measure of financial sustainability and provides an indication of the extent to which the university is generating positive cash flows. Target is not yet established.	2018	Work has been ongoing in developing appropriate data and formulae.	**Sustain,** Objective 22

Adult Learning System Principle:
        Quality - Albertans should have the best education possible here at home.

Related *For the Public Good* **Goals:** Excel, Build, Experience, Engage
        Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.

        Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

        Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

        Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships and collaborations.

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Key Accomplishments
The University of Alberta stands among Canada's top research-intensive institutions, and holds an international reputation for teaching and research excellence. It attracts top academic talent to Alberta, connects students with exceptional experiences that enable their success, and empowers leading researchers to generate widespread social and economic benefits.

- The U of A ranked among the top four institutions in Canada in the 2019 QS World University Rankings. The 2019 QS subject rankings also rated U of A programs among the world's top 50 in seven different areas, including three top 25 placements:

  o Sports-related subjects (9th)
  o Minerals and mining engineering (12th)
  o Nursing (23rd)

- Canada Research Chairs (CRCs) represent research excellence at the national level. When the latest round of CRCs was announced in November 2018, seven U of A researchers stood among them, spanning six different faculties at the U of A.

- U of A graduates have the highest employment rate in Canada. On the global stage, the 2019 QS World University Rankings for Graduate Employability saw the U of A land 87th, up from 94th a year earlier.

- The Canadian Institute for Advanced Research named three U of A researchers Artificial Intelligence Chairs as part of a $125-million national strategy to build Canada's leadership in machine learning. Alona Fyshe, Martha White and James Wright joined a cohort of 29 chairs leading this pan-Canadian strategy.

- Doctoral student and Rhodes Scholar Billy-Ray Belcourt won Canada's most illustrious poetry honour: the Griffin Poetry Prize. At 23, Belcourt became the youngest person ever to win the prize with his collection, *This Wound is a World*.

- Second-year medical student Julia Sawatzky was named a 2019 Rhodes Scholar. Sawatzky will head to Oxford University next fall to study tropical medicine and public health policy, before returning to complete her medical degree. She is the U of A's 75th Rhodes Scholar.

- More noteworthy accolades at a glance:
  o 10 Vanier Scholars
  o Two Banting Fellows
  o Guggenheim Fellow
  o Killam Prize Recipient
  o Two Trudeau Fellows
  o Two Trudeau Scholars
  o Two Order of Canada appointees
  o Sloan Fellow

RESEARCH AND SCHOLARSHIP CRITICAL TO ALBERTA

Economic Diversification
- The U of A's nanotech facility, NanoFab, received $3.4 million to expand its capacity to commercial scale. With combined support from the federal and provincial governments and Micralyne Inc., the expansion makes commercializing nanotechnology research easier, and helps shape a world-class innovation and manufacturing sector right here in Alberta.

- Western Economic Diversification Canada announced $2.5 million to create the Artificial Intelligence-Supercomputing Hub for Academic and Industry Collaboration at the U of A. Engineering researcher Edmond Lou, one of the project leads, expects the facility will benefit companies, academics and students, and raise the profile of Western Canada's AI expertise and ecosystem nationally and internationally.

- Two new business incubators are generating diverse economic opportunities:
    - The TEC Edmonton - TusStar Accelerator, stemming from a long-standing relationship with Tsinghua University, facilitates access to the Chinese market for Alberta technology innovators.
    - TEC Centre Labs, a $2.3 million accelerator space, opened in downtown Edmonton to help speed the pace of health innovation and support health spinoff companies.

Effective Resource Management

- U of A spinoff Forge Hydrocarbons, which produces next-generation renewable fuels, received a $4-million investment from Lockheed Martin to help build a $25-million production facility. The facility is expected to open in late 2019 and produce 19 million litres of renewable biofuel annually by processing dirty fuels like cooking oil and animal renderings.

- The U of A recently launched two major research partnerships with Chinese institutions:
    - Joint Research Centre for Future Energy and Environment, in partnership with Tsinghua University.
    - The Joint Institute of Advanced Science and Technology, in partnership with East China Normal University.

- Chemists Jillian Buriak, Jonathan Veinot and their team discovered that nano-sized silicon particles can help overcome the limitations of lithium ion batteries. The findings could lead to a new generation of batteries with 10 times the capacity of current lithium ion batteries.

Environmental Stewardship and Climate Leadership

- The U of A launched its new Sustainability Council, an academic leadership unit promoting and enabling sustainability scholarship across the university. The Council will focus on developing curriculum resources, experiential learning opportunities, research supports and student leadership to better integrate sustainability into academia.

- The provincial government's Clean Technology Development program announced $20.4 million for 29 projects across Alberta, 16 of which are led by the U of A. One such project is spinoff company Advanced Quantum Materials, which is developing a silicon-based film that turns windows into solar panels.

- Following on the success of the Ex-Alta 1, Alberta's first satellite, designed and built by U of A students, the Canadian Space Agency dedicated $250,000 to design, build, and launch a second cube satellite. The Ex-Alta 2 will help researchers predict, track and monitor wildfires like the one that devastated Fort McMurray in 2016.

- For the 11th year in a row, the U of A sustained its status as one of Canada's greenest employers, making it the only Canadian post-secondary institution to be on the national list in each of these 11 years. The list is compiled by the editors of *Canada's Top 100 Employers* competition who select employers that are reducing the impact their operations have on the environment.

Engaged Individuals and Communities for a Healthy Alberta

- A $7 million gift from the Dianne and Irving Kipnes Foundation and the University Hospital Foundation established a new Chair in Lymphatic Disorders - the first endowed chair of its kind in Canada. This generous donation will help to position the U of A as an international leader in lymphatic disorder research.

- The U of A introduced the Distinguished Researchers program - created through a $5-million gift from the Stollery Children's Hospital Foundation with support from the University of Alberta and Alberta Health Services' Stollery Children's Hospital. The funding will help top pediatric scientists improve health outcomes for children through research, advocating for children's health, and addressing difficulties facing children and youth as they work through health challenges.

- An international research team led by Gavin Oudit, cardiology professor and director of the Heart Function Clinic at the Mazankowski Alberta Heart Institute, pinpointed a key molecule that leads to dilated cardiomyopathy, a dangerous condition that accounts for 20 per cent of all cases of heart failure. This discovery opens the door to potential new treatments tailored to patients with the condition.

- A collaborative effort yielded a first-of-its-kind clinic, led by nurse practitioners, to offer Edmonton seniors one-stop access to essential services while saving costs for the health-care system. The collaboration between the Faculty of Nursing and the Sage Seniors Association connects more than 5,500 Edmonton seniors with everything from social services, to prescription refills, to a chronic disease management nurse.

Report on 2018-21 CIP Progress in Relation to Quality

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
Goals				
2017-G8	Build a portfolio of Signature Areas of Research and Teaching Excellence where the University of Alberta is, or will be recognized, as a global leader.	2017-20	The university endorsed three Signature Areas of teaching and research: Precision Health, Energy Systems, and Intersections of Gender. The recognition of signature areas is a key deliverable in the university's strategic plan *For The Public Good.*	**Excel,** Objective 12
2017-G9	Enable University of Alberta researchers to succeed and excel.	2020	Ongoing work has continued to support multidisciplinary research engaging in critical and innovative research.	**Excel,** Objective 13
2017-G10	Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.	2020	The Vice-President (Research) and Faculty of Graduate Studies and Research have been exploring interdisciplinary research and programs; a review of internal grant programs is underway.	**Engage,** Objective 17
2017-G11	Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy.	2025	Ongoing work has continued on faculty renewal.	**Build,** Objective 2
2017-G12	Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.	2020	Inventory of experiential learning opportunities was completed.	**Experience,** Objective 7
2017-G13	Inspire, model and support excellence in teaching and learning.	Ongoing	Continue review of awards for teaching excellence.	**Excel,** Objective 14

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Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
Priority Initiatives				
2018-P1	Identify governance and oversight mechanisms for Signature Areas of Research and Teaching Excellence including review cycles and processes.	2020	The university endorsed three Signature Areas of teaching and research: Precision Health, Energy Systems, and Intersections of Gender. The recognition of signature areas is a key deliverable in the university's strategic plan *For The Public Good.*	**Excel,** Objective 12 Strategy
2018-P2	Develop global competency in our graduates through more access to short and long-term outbound international experiences.	Ongoing	New International Strategic Plan moved into it final stages.	**Experience,** Objective 7 Strategy ii
2017-P1	Develop a process to identify and support established and emerging Signature Areas of Research and Teaching Excellence.	2018	Completed.	**Excel,** Objective 12 Strategy i
2017-P2	Increase students' experiential learning through mutually beneficial engagement with community, industry, professional and government organizations locally, nationally and internationally.	2019	An inventory of experiential learning opportunities was completed.	**Experience,** Objective 7 Strategy ii
2017-P3	Expand professional development opportunities for graduate students and post-doctoral fellows.	2019	The Graduate Teaching & Learning Program was re-launched; and a resource was seconded to focus on post-doctoral fellow professional development.	**Experience,** Objective 7 Strategy iii
2017-P4	Identify and remove systemic barriers to interdisciplinary collaboration and where necessary, expand or create policies, resources, infrastructure and strategies to encourage and reward academic and administrative partnerships and collaborations.	2017-20	The Vice-President (Research) and Faculty of Graduate Studies and Research have been exploring interdisciplinary research and programs; review of internal grant programs is underway.	**Engage,** Objective 17 Strategy i
2017-P5	Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.	2020	Work in collaboration with the Centre for Teaching and Learning has been ongoing.	**Excel,** Objective 14 Strategy i
2017-P6	Provide robust supports, tools and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable and meaningful across disciplines.	2017-20	A review of Universal Student Ratings of Instruction continued. Other pilot initiatives in teaching evaluation got underway.	**Excel,** Objective 14 Strategy iii
2017-P7	Attract and retain a diverse complement of faculty and postdoctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors.	Ongoing	Faculty renewal endeavours continued.	**Build,** Objective 2 Strategy i
2017-P8	Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community.	Ongoing	The university's capital plan considered research infrastructure.	**Excel,** Objective 13 Strategy iv
Expected Outcomes				
2017-EO1	Defined process identifying "signature", as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future.	2017	First set of Signature Areas were launched; and oversight mechanisms were put in place.	**Excel,** Objective 12 Strategy i

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Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
2017-EO2	Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF).	2017	Completed.	**Excel,** Objective 13 Strategy iv
2017-EO3	Implementation of a Good Supervision awareness campaign and Graduate Student Management System, encouraging collegial models of supervision and mentorship.	2017-18	Launched Mentorship Academy workshop series and "Great Supervisor" awards for graduate student supervisors.	**Excel,** Objective 14 Strategy iii
2017-EO4	Increased access to, and use of, professional development opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.	2018	The Graduate Teaching & Learning Program was re-launched; and a resource was seconded to focus on post-doctoral fellow professional development.	**Experience,** Objective 7 Strategy iii
2017-EO5	Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory and informational resource for students.	2017-19	An inventory of experiential learning opportunities was completed.	**Experience,** Objective 7 Strategy i
2017-EO6	A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales.	2020	Research impact evaluation under development.	**Build,** Objective 2 **Excel,** Objective 13
2017-EO7	Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan and a review of best practices.	2017-20	Development of action plan is ongoing.	**Engage** Objective 17 Strategy i
2017-EO8	Increased instructor access to training and mentorship and uptake of new models for instructional design, assessment and teaching by the professoriate.	2017-20	Continued investment in the Centre for Teaching and Learning to build capacity.	**Excel,** Objective 14 Strategy i
Performance Measures				
2017-PM1	Student-reported experience with faculty (National Survey of Student Engagement- NSSE) and graduate student satisfaction (Canadian Graduate and Professional Student Survey-CGPSS). Note: NSSE is currently administered in three-year intervals latest administration was in 2017. This administration will be used as a baseline for setting future targets.	2017	The most recent administration of NSSE (2017) shows that just over 82% of survey respondents evaluated their entire educational experience at the U of A as *Good* or *Excellent.* This is an increase from 76% and 79% in the 2011 and 2014 survey administrations, respectively. The 2016 administration of the CGPSS shows respondent ratings of their overall experience at the U of A as Good, Very Good or Excellent remained consistently high around 87% over the past three survey administrations in 2010, 2013 and 2017. (See Tables 6 and 7 for most recent data.)	**Excel,** Objective 14
2017-PM2	High-Impact Practices (NSSE).	2017	Proportion of students participating in one or more high-impact practices has remained high at almost 84% as per the 2017 administration of the NSSE. (See data on High-Impact Practices and on Experiential Learning in Tables 8 and 9, respectively.)	**Experience** Objective 7

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good Alignment*
2017-PM3	Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5)	2018	In the most recent data available (as of 2016-17) the U of A remains in fifth place amongst U15 peers for total sponsored research funding. (See Figure 2 for Sponsored Research Funding.)	**Excel** Objective 13
2017-PM4	Citation Impact	2018	Target identification is under consideration.	**Excel** Objective 13
2017-PM5	Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey- GOS). *Note: The GOS is administered biennially. Data from the 2016 administration will be reported when available. This administration will be used as a baseline for setting future targets.*	2020	While the 2016 graduate employment rate shows a slight decrease from previous administrations of the GOS in 2012 and 2014, the employment rate is still very high at almost 94%. It should be noted that this decrease coincides with a similar decrease in Alberta's employment rate. (See Table 10 for the most recent GOS data.)	**Experience** Objective 7
2017-PM6	Incremental increase in proportion of professoriate at rank of Assistant Professors (Target: 21% of faculty members at the rank of Assistant Professor by 2021).	2017-25	The proportion of professoriate with the rank of Assistant Professors (compared to Professors overall) is 19% (388/2069).	**Build** Objective 2
2017-PM7	Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established.	Ongoing	As of January 23, 2019, the U of A is home to 75 Chairs, placing this institution fifth in Canada.	**Excel** Objective 13

Student Satisfaction, Senior Students

Consistently measured and monitored student satisfaction ratings serve as a barometer for educational experience (e.g. university performance, service delivery, student life, etc.). The following tables show that the undergraduate and graduate populations are consistently highly satisfied with their educational experience at the U of A.

Table 6: Student Satisfaction, Senior Students – Undergraduate Students			
Undergraduate	2011	2014	2017
How would you evaluate your entire educational experience at this institution? (Percent responding *Good* or *Excellent*)	78.5%	79.2%	82.1%

Source: National Survey of Student Engagement (NSSE)
Note: Senior Students are in their final program year.
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Table 7: Student Satisfaction – Graduate Students

Graduate	2010	2013	2016
How would you rate the quality of your overall experience at this university? (Percent responding *Good*, *Very Good* or *Excellent*)	87.9%	87.3%	87.1%

Source: Canadian Graduate and Professional Student Survey (CGPSS)
Notes: 2013 and 2016 represent responses from students in both course-based and thesis-based graduate programs, while 2010 represents responses from students in thesis-based graduate programs only.

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated as *high-impact*. High-Impact Practices (HIPs) share several traits: they demand considerable time and effort; facilitate learning outside of the classroom; require meaningful interactions with faculty and students; encourage collaboration with diverse others; and provide frequent and substantive feedback.

From the National Survey of Student Engagement, Table 8 shows that the proportion of U of A Senior Students with HIP participation is slightly higher than the U15 average.

Table 8: Experiential Learning, Senior Students, High-Impact Practices

Participation in High-Impact Practices (HIP)	2014	2017
Proportion of students participating in one or more high-impact practices	84.0%	83.9%
U15 average	79.3%	81.4%

Source: National Survey of Student Engagement (NSSE)
Notes: Figures include participation in a learning community, service-learning, research with faculty, participation in an internship or field experience, study abroad, and culminating senior experience. NSSE is conducted every three years. Senior Students are in their final program year.

- Co-op programs allow students to gain complementary employment experience that will assist them in making informed decisions regarding their future education, training, and careers.
- Co-op participation has been consistent over the past years and is concentrated in the faculties of Business and Engineering.

Table 9: Experiential Learning, Co-op Programs

Participation in Co-op Programs	2016-17	2017-18	2018-19
Percent of students participating in a co-op program	8.4%	8.3%	8.5%

Source: Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
Notes: Participation rates reflect undergraduate students registered on December 1 of the reporting year. Excludes post-graduate medical education residents, students who are only auditing courses, and withdrawn students.
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Sponsored Research Funding Received

Federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council (collectively termed Tri-Council funding) supports both basic and applied research. In addition, the university attracts substantial research funding support from other international, regional, and private sector partners. This measure demonstrates the U of A's success in attracting all types of research relative to Canada's other U15 universities.

The University of Alberta was ranked in fourth place (as of 2016-17) amongst U15 peers for total sponsored research funding as seen in Figure 2 below.

Figure 2: Sponsored Research Funding (in thousands of dollars)
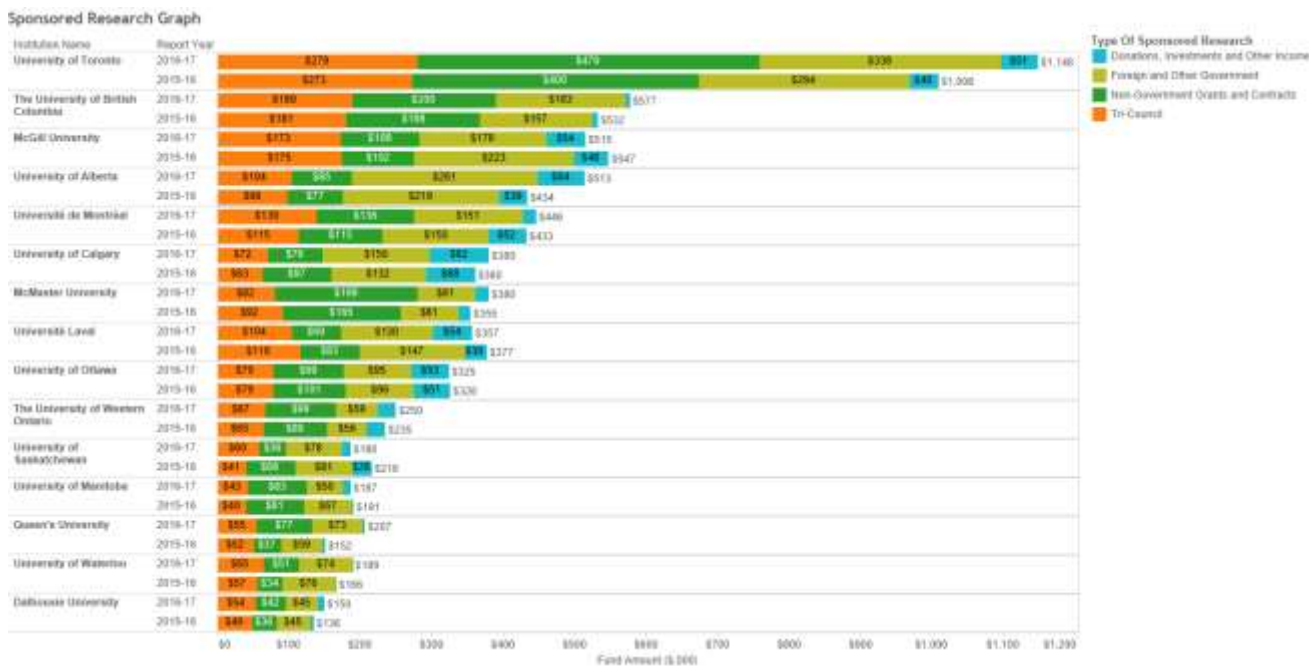
Source: Canadian Association of University Business Officers (CAUBO): Financial Information of Universities and Colleges, Report 3.1

Notes: Income from Tri-Council includes the following: Social Sciences and Humanities Research Council (SSHRC); Natural Sciences and Engineering Research Council (NSERC); and Canadian Institutes of Health Research (CIHR). Other Government income reflects income from all government departments and agencies; grants and contracts (less Tri-Council support), and includes foreign government income. Donations, Investment and Other income and Non-Government Grants and Contracts, are reported in each respective category on the CAUBO report. Université de Montréal includes HEC Montréal and École Polytechnique de Montréal.

Data are the most recent available.

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Graduate Employment, Two Years Post-Graduation

Graduate employment is regarded as a key outcome indicator. The U of A's graduate employment rate remains strong over the reported period. This indicator is sensitive to economic factors beyond the university's control, however, and will rise or fall with Alberta's employment rate. The 2.8% decrease in 2016 coincides with a similar decrease in Alberta's employment rate[1].

Table 10: Graduate Employment, Two Years Post-Graduation

	2012	2014	2016
Percent of respondents employed	97.0%	96.7%	93.9%

Source: Alberta Graduate Outcomes Survey (GOS)
Notes: Includes degree recipients, two years post-graduation. The GOS survey instrument was slightly modified for each administration year, possibly contributing to deviations in the graduate employment rates.

Student Perceptions of Teaching, Senior Students

Effective teaching practices are an indicator of student engagement. Students learn first-hand how experts think about and solve problems by interacting with faculty members.

U of A senior students report higher perceptions of teaching than their U15 counterparts, as indicated below.

Table 11: Student Perceptions of Teaching, Senior Students

	NSSE 2014 Mean score	NSSE 2017 Mean score
Effective teaching practices (Students report receiving clear course goals and requirements; organized course sessions; use of examples/illustrations; providing feedback on work in progress; providing feedback on completed work)	36.6	35.8
U15 average	34.8	34.3

Source: National Survey of Student Engagement (NSSE)
Notes: Each indicator is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (i.e. Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item, while a score of 60 indicates a student responded at the top of the scale for every item. Senior Students are in their final program year.

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[1] Alberta Government Labour Force Statistics: https://open.alberta.ca/publications/2727158

Major Research and Teaching Awards

The 3M National Teaching Fellowship awards excellence in educational leadership and teaching at the university and college level in Canada. Candidates are nominated, and up to ten fellowships are selected annually. The U of A's strength in garnering 3M National Teaching Fellowships demonstrates its proficiency in delivering exceptional teaching and learning opportunities. Compared to U15 peers, Table 12 shows that over the past decade, the U of A has received the most 3M awards.

Table 12: Major Teaching Awards - 3M National Teaching Fellows (2010-2019)

Rank	University	3M Fellows
1	**University of Alberta**	**10**
2	University of Toronto	8
3	The University of British Columbia	7
5	McMaster University	4
5	University of Calgary	4
6	Western University	4
6	Dalhousie University	2
6	Queen's University	2
6	University of Saskatchewan	2
10	University of Waterloo	2
10	McGill University	1
10	University of Ottawa	1

Source: 3M award counts from Society of Teaching and Learning in Higher Education
Notes: Data are the most recent available.

Canada Research Chairs

The Canada Research Chairs Program invests approximately $265 million per year to attract and retain some of the world's most accomplished and promising minds[2]. Chair holders aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences. As of January 23, 2019, the U of A is home to 75 Chair holders.

Table 13: Major Research Awards Canada Research Chairs (CRCs), by U15 University

Rank	U15 University	CRCs
1	University of Toronto	234
2	The University of British Columbia	150
3	McGill University	134
4	Université de Montréal, including HEC & Polytechnique	116
5	**University of Alberta**	**75**
6	Université Laval	65
6	McMaster University	65
8	University of Waterloo	58
9	University of Ottawa	53
10	University of Calgary	49
11	Queen's University	39
12	The University of Manitoba	38
13	The University of Western Ontario	37
14	Dalhousie University	35
15	University of Saskatchewan	15

Source: Social Sciences and Humanities Research Council of Canada
Notes: Includes active CRCs as of January 23, 2019. Includes awards funded from SSHRC, CIHR and NSERC. Université de Montréal includes École Polytechnique de Montréal and HEC Montréal. (A French-language management education and research university)

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[2] Source: http://www.chairs-chaires.gc.ca, accessed April, 2018.

Adult Learning System Principle:
    Coordination - Albertans should get full advantage from a diverse post-secondary system.

Related *For the Public Good* Goals:
    Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships and collaborations.

    Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

    Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

    Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.

Key Accomplishments including Community Outreach Collaborations:
The University of Alberta engages post-secondary and industry partners, non-profit organizations, communities and government to create reciprocal and mutually beneficial collaborations. These connections promote joint solutions to shared problems, facilitate knowledge translation, and magnify the reach and impact of Alberta's world-class research-intensive university.

- The U of A works alongside 25 other post-secondary institutions across the province to organize the Council of Post-secondary Presidents of Alberta (COPPOA). COPPOA brings a collective and collaborative voice to the role post-secondary education plays in building Alberta's future.

- The Future Energy Systems research institute teamed up with NAIT, ATCO, and Siemens to launch the Distributed Energy Management Initiative. With support from the provincial government, the initiative centres on a microgrid facility that enables energy researchers and companies to test and validate their technologies under realistic field conditions.

- The U of A's Health Sciences Careers Academy for Indigenous Youth held its seventh annual workshop enabling Alberta's Indigenous youth from Edmonton and northern Alberta communities to explore careers in healthcare. The Academy is supported by Edmonton non-profit organization CAREERS: The Next Generation, and operates in partnership with Alberta Health Services, NAIT and NorQuest College.

- U of A research expertise in artificial intelligence attracted a four-year, $940,000 partnership with ATB Financial. ATB data scientists will work with U of A researchers on real-time fraud detection, predictive analytics to identify key moments in customer relationships, and a tailored recommendation system.

- The new Aga Khan Garden - now the northernmost Islamic garden in the world - opened at the U of A Botanic Garden. Made possible by a $25 million gift from His Highness the Aga Khan, the garden is a space for connection, education, and cultural understanding. It symbolizes an ongoing partnership with the Aga Khan Development Network that has fostered intellectual, cultural and educational exchange for more than a decade.

- The University of Alberta celebrated the opening of the Jonathan KS Choi Cultural Centre of Canada. The centre provides space for students, researchers, business leaders, and policy makers to meet and collaborate, both physically and virtually.

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- Coordinated efforts with the newly opened health centre at MacEwan University created a new training site for U of A family medicine residents and other health learners. The clinic will lead the way in teaching a new model of care for U of A trained physicians that has been shown to offer a better way of providing care to patients.

- An innovative collaborative effort - between U of A's Faculty of Nursing and the Sage Seniors Association - yielded a first-of-its-kind clinic, led by nurse practitioners, to offer Edmonton seniors one-stop access to a wide array of services in a way that could save significant costs for the health-care system.

- Along with four other top international universities, the University of Alberta signed strategic academic cooperation agreements with Tsinghua University in China - a move aimed at further exploring innovative research and education collaborations across borders. The other universities include Imperial College of London, Peter the Great Saint-Petersburg Polytechnic University, University of Hong Kong, and University of New South Wales.

Report on 2018-21 CIP Progress, in Relation to Coordination

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
Goals				
2017-G14	Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.	2017-20	The university continued to prioritize partnerships at the local, national, and international level.	**Engage,** Objective 18
2017-G15	Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.	2017-20	Progress continued on development of multi-campus strategy.	**Experience,** Objective 9
2017-G16	Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.	2021 and ongoing	Community Engagement Consultation underway.	**Engage,** Objective 16
2017-G17	Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	Ongoing	This has continued to be under review by all VP portfolios. Governance Transformation • Near completion of the 48 recommendations from the Ad Hoc Report on the Academic Governance. • Renewal of Board Governance including more strategic items coming forward leading to more focused discussions, renewal of board committee terms of reference. • Reformed Executive Summary for governance documents. • Additional orientation tools and education about governance (both for governance participants and the community).	**Sustain** Objective 21

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
Priority Initiatives				
2017-P1	Provide leadership in Alberta's post-secondary sector and support integration, collaboration and partnership across the province's six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT.	Ongoing	Work in this area continued. Examples of activities undertaken this past year include the following: • Co-chair of the Post-Secondary Occupational Health and Safety Team to share experiences and resources across Campus Alberta related to the Occupational Health and Safety Act. • Member of the Executive of the Council of Post-secondary Presidents of Alberta (COPPOA) to discuss common concerns and provide collective responses to shared opportunities. • Through ShareIT, U of A continued to work with other PSIs to share procurement processes and reduce costs. The University of Alberta has been a core founder of Healthy Campus Alberta (HCA), the post-secondary mental health community of practice.	**Engage,** Objective 18 Strategy i
2017-P2	Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success.	Ongoing	Progress continued on the new International Strategic Plan as it entered into its final stages.	**Excel,** Objective 13 Strategy ii
2017-P3	Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, the Alberta Library, NEOS, etc., to undertake mutually beneficial research and where possible, coordinate, streamline and deliver shared systems, services and processes to the benefit of all Albertans.	2017-20	Numerous active partnerships were in place in 2018/19; examples of these included: GreenSTEM, Alberta Cannabis Research and Innovation Network, and collaboration with the Ruperstland Institute Metis Centre for Excellence through the Faculty of Native Studies.	**Engage,** Objective 18 Strategy v
2017-P4	Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems.	2020	Work in this area continued. Examples of collaborative projects included Signature Areas of research and teaching in Future Energy, Precision Health, and Intersections of Gender; Health City; Edmonton Innovation Ecosystem Community, and others.	**Engage,** Objective 16 Strategy iii
2017-P5	Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus.	2017-20	Progress continued on development of multi-campus strategy. Continued implementation of the innovative Augustana calendar and first-year seminar.	**Experience,** Objective 9 Strategy iii **Engage,** Objective 16 Strategy v
2017-P6	Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.	2017-20	Progress continued on development of multi-campus strategy.	**Experience,** Objective 9 Strategy i

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
2017-P7	Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross institutional administrative and operational collaboration.	Ongoing	This work has been ongoing.	**Sustain,** Objective 21 Strategy iv
Expected Outcomes				
2017-EO1	Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions.	Ongoing	Work in this area continued. An example of activities undertaken this past year included the following: Co-chair of the Post-Secondary Occupational Health and Safety Team to share experiences and resources across Campus Alberta related to the Occupational Health and Safety Act.	**Engage,** Objective 18 Strategy i
2017-EO2	Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities.	2020	New academic focus of sustainability continued to support plan development.	**Engage,** Objective 18 **Excel,** Objective 13 Strategy ii
2017-EO3	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.	2020	Continued to expand upon the Community Service Learning (CSL's) objectives (referenced in the 2018-21 CIP, Appendix D); these were enhanced to provide experiential learning to students through research and service based projects while benefiting community organizations that address complex societal issues.	**Engage,** Objective 16
2017-EO4	Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication and collaborations.	2020	Progress continued on development of multi-campus strategy.	**Experience,** Objective 9
Performance Measures				
2017-PM1	Student-reported citizenship development (NSSE). *Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2020. This administration will be used as a baseline for setting future targets.*	2017	In the 2017 NSSE administration, a high percentage of senior students (almost 85%) felt that their experience at the U of A contributed to them being informed and active citizens. Baseline and targets are being identified.	**Engage** Objective 16
2017-PM2	Development of action plan for leveraging multi-campus environment.	2020	Development of action plan is underway.	**Experience** Objective 9

Student-Reported Citizenship Development, Senior Students

The percentage of senior students who felt that their U of A experience contributed to them being informed and active citizens remains high; and in the 2017 reporting period is slightly higher than the U15 average.

Table 14: Student-reported Citizenship Development, Senior Students

	2014	2017
Experience at U of A has contributed to citizenship	81.7%	84.9%
U15 Average	81.4%	83.7%

Source: National Survey of Student Engagement (NSSE)
Notes: Includes senior students who answered *Some*, *Quite a bit* or *Very much*, to the following question: "How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen?" Senior Students are in their final program year.

Adult Learning System Principle:
 Accountability - Post-secondary education providers must be accountable to students, the government, and Albertans.

Related *For the Public Good* Goals:
 Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

 Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

Key Accomplishments:
As a proud public institution, the University of Alberta not only serves Albertans and Canadians, but also receives their steadfast support. It maintains that support and trust by taking seriously the responsibility to steward and sustain public investments in its people, operations, infrastructure, and systems.

- The U of A has embarked on a multi-year benchmarking program, called UniForum, designed to assess university support services such as finance, purchasing, human resources, communications, and information technology. The information gathered will help to ensure that the university remains a reliable and effective steward of public support.

- To resolve a structural deficit that had grown in the university's operating budget over several years, the U of A implemented a university-wide 4% budget reduction for 2018-19. This measure will help to ensure the university's long-term financial health.

- Two new tools are helping to deliver greater transparency on university budgeting. A dedicated website provides clarity on the overall budget planning process, while a plain-language budget document details the current year's budget plan in an accessible format.

- The university's Cannabis Working Group completed its final report including 19 recommendations stemming from months of consultation, discussion and research. With a primary focus on health and safety, it addresses issues from consumption on campus to cannabis research.

- The Parkland Institute, a public policy research institute in the Faculty of Arts, received a $1-million gift to its endowment fund from an anonymous donor. The institute does not receive government or corporate funding, making donations like this one all the more vital.

- Maclean's surveyed university faculty and senior administrators, high school guidance counsellors, and a variety of businesspeople across the country, asking for their views on quality and innovation at Canadian universities. In the subsequent 2019 ranking, the U of A was listed as one of Canada's Top Schools by Reputation.

- The U of A's executive education programs moved up in the annual Financial Times global ranking. Alberta School of Business Executive Education jumped five spots to 55th in the world. The program was also listed among the top providers of customized executive education programs, bumping up to fourth in Canada and 72nd worldwide.

- The Council on Education for Public Health, an independent agency recognized by the U.S. Department of Education to accredit public health programs, accredited the U of A's School of Public Health for another 7 years—the maximum term given. The School became the first accredited school of public health in Canada in 2012.

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Report on 2018-21 CIP Progress, in Relation to Accountability

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
Goals				
2017-G18	Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and its many stakeholders.	2019	Multi-campus strategy was under development; communication plan in progress.	**Build,** Objective 6
2017-G19	Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni and community members the efficient and careful use of public and donor funds	2020	Joint tuition and budget consultation mechanism with students was put in place. Budgeting system implementation is ongoing. Continued making progress on development and implementation of new budget model and multi-year planning framework.	**Sustain,** Objective 22 Strategy iii
Priority Initiatives				
2017-P1	Develop a set of equitable, meaningful and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them.	2018	Completed, as reflected in CIP Performance Measures and in annual reports to the Board of Governors.	**Sustain,** Objective 21 Strategy v
2017-P2	Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders.	2019	Continued use of Folio.ca to tell the university's story to a wider audience; increased sharing of data based evidence.	**Build,** Objective 6 Strategy iii
2017-P3	Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	2019	Budgeting system implementation is ongoing. Continued making progress on development and implementation of new budget model and multi-year planning framework.	**Sustain,** Objective 22 Strategy ii
Expected Outcomes				
2017-EO1	Enables the university to satisfy accountability requirements and expectations for key stakeholder communities.	Ongoing	The university has continued to develop its communications in a clear and evidence based manner.	**Sustain** Objective 21 Strategy v
2017-EO2	Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives.	2019	Multi-year planning framework in the new budget model looked for solutions that provided predictability for both the institution and students.	**Sustain** Objective 22 Strategy ii and iii
2017-EO3	Increased community awareness of the university and its social, economic and historical contributions to the province, the country and the world.	2019	The university has been focused on ensuring communications are clear, timely, and evidence-based.	**Build** Objective 6
2017-EO4	Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university.	2020	Progress has continued on Institutional Marketing and Communications Strategies with stronger connections to communities.	**Build** Objective 6

Type	Description	Expected Completion Date (per CIP) and, if applicable, Revised Completion Date	Status / Progress Made in the Last 12 Months	*For the Public Good* Alignment
Performance Measures				
2017-PM1	Media impact: mentions and reach. These metrics will be supplemented through relevant web analytics and qualitative reporting related to stakeholder relationship impact. These metrics are newly established and baselines are being established to inform future target setting.	2019	Progress continued on data collection, establishment of baselines, and target setting.	**Build** Objective 6 Strategy iii
2017-PM2	Financial stewardship. The university's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship. Operational efficiency is reported under Affordability (PM2)	2018	Ongoing work has continued to ensure clear, timely, evidence based, communications.	Sustain Objective 22

ENROLMENT PLAN & PROGRAM CHANGES

Enrolment
Overall:
- Program enrolment has been stable and is expected to continue to be stable over the next three years.
- The University's proportion of international students (graduate and undergraduate) is 19.69 percent, with the proportion for the undergraduate student body at 15.25 percent.

Enrolment details are presented in Appendix B.

Program Changes
Of the program proposals outlined in the U of A's 2018-21 CIP, the following programs were approved by Advanced Education this past fiscal year:
- Course-based Master of Arts in the History of Art, Design, and Visual Culture (HADVC)
- Health Care Aide – Préposé aux soins de santé Certificate
- Certificate in Education à la Petite enfance (Child Development Worker)
- Diploma in Education à la Petite enfance (Child Development Supervisor)
- Bachelor of Arts in Modern Languages and Cultural Studies
- Course-based Master of Arts in Policy Studies
- Course-based Master of Arts in Digital Humanities
- Course-based Master of Arts in Philosophy
- Post-Baccalaureate certificate in Indigenous Business
- Graduate Certificate in Sport and Recreation Management
- Substantive Changes to the Master of Library & Information Studies (Course based)

As well, during this past fiscal year, the university submitted to Advanced Education for review and approval the following:
- Substantive changes to the Bachelor of Fine Arts in Drama
- Bachelor of Arts in Media Studies

UNDERREPRESENTED LEARNERS

COMMUNITY PARTNERSHIPS TO ENHANCE ACCESS AND PATHWAYS INTO LEARNING

This past year, a number of key activities took place to support underrepresented learners and to develop strong networks with community partners to enhance access and pathways into learning. These included:

- The university provided almost $63 million in needs-based student aid to continue ensuring that qualified undergraduate and graduate students can attend the U of A.

- The university continued to strengthen its educational offerings by providing academic coursework and structured community-based experiences that improve learner outcomes. Across the full portfolio of our experiential learning offerings, we engaged over 9,500 students this year.

- In supporting innovative pathways to expand access to the post-secondary learning experience, the university worked on connecting with women from correctional institutions by providing on-campus academic (non-credit) courses for them in 2019.

- The university continued to enhance its USchool, a program that provides students in grades four through nine from socially vulnerable communities the opportunity to spend a week at the university. Indigenous schools are well represented in USchool programming, and long-term relationships were reinforced with these communities through additional in-school visits.

- The Faculty of Science worked on launching an online Scientific Literacy course to increase public understanding of the scientific process, improve scientific literacy and promote critical thinking related to science in the media.

- In continuing to improve educational access for students and the community alike through innovative programming for Camrose and surrounding communities:
  - The Augustana Extended Education (AEE) program created a new six-course Rural Municipal Leadership Certificate that brought in 40 elected officials and municipal administrators. AEE also offered grant writing, program evaluation, sustainability and courses on preparing rural communities for cannabis in response to identified needs.
  - Augustana released a study called "the Non-wage household workers on Alberta Farms: Risks, Attitudes and Policy" which informs Alberta occupational health and safety (OHS) policy and practice through qualitative analysis of farm and ranch sector attitudes towards OHS regulation. This an excellent example of the intersection through which the university's knowledge and capacity is used to guide best practices that benefit citizens.

- *Indigenous Canada: Looking Forward, Looking Back*, the Massive Open Online Course (MOOC), was ranked number one in Canada with 30,000 plus registrants.

- The Forum on Understanding Aboriginal Governance was created in partnership with the Ministry of Education, offering Indigenous governance training sessions with primers on Indigenous peoples in Alberta, the numbered treaties and their social, political and economic implications. This effort informed front line public servants and will be repeated in 2019.

- The 2018 *Research in a Suitcase* pilot with Calgary Public Library featured 13 graduate students presenting research to 700-plus learners in one afternoon. Scheduled to go on the road in 2019, the program was introduced to rural communities during the Advancing Alberta advocacy campaign and the community requested the program for rural locations to spark post-secondary interest in young learners.

- Sydney Hampshire, a recent U of A graduate, produced *Heritage Barns of Flagstaff: Volume 1,* a coffee-table book that features a handful of the 300 to 500 barns in Flagstaff County. Raised in La Glace, a northern Alberta hamlet near Grande Prairie, Hampshire got a sense of the problems facing small rural communities, such as difficulty accessing health care and lack of broadband connectivity for internet services; and felt that heritage should be thought of as things that we as a society want to keep for future generations.

- The Indigenous Health Initiatives Program was founded in 1988 to encourage First Nations, Inuit and Métis students to enroll in medicine. The program previously admitted up to five students per year - a quota that has now been eliminated. It was decided that beginning in fall 2019, all Indigenous students who meet the eligibility requirements through IHIP will be offered a place in medical school.

- *Media Indigena,* an increasingly popular podcast that discusses current events with an Indigenous perspective, began taping its show live at the University of Alberta.

- Chelsea Benally, became the University of Alberta's first Indigenous woman to graduate with a PhD in environmental engineering. She has also been proactive in helping mentor U of A undergraduate Indigenous students, tutoring them when needed.

- The Advancement Feasibility Study for the Maskwa House of Learning is underway. Maskwa is a place of understanding, welcome and cultural connection, where Indigenous students can access the social, cultural and spiritual supports that enable their academic success.

- To foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation, the establishment of research guidelines on Indigenous community engagement, and the development of a Vice-Provost position on Indigenous activities are underway.

- In developing and implementing an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada, the U of A established a new position to support transfer students from First Nations Colleges.

- U of A Drama professor and playwright, Kenneth Williams, received the Gold Medallion at the 43rd annual International Festival of Monodrama and Mime in Belgrade, Serbia, for his play, *Café Daughter*. The play, written about a Cree-Chinese girl coming of age in rural Saskatchewan, was spun from the real-life story of the remarkable woman.

- With a $25-million donation from the Aga Khan, spiritual leader of Ismaili Muslims, the university's Botanic Garden has been enhanced with a one-of-a-kind addition that offers a place for connection, contemplation and education. The garden will be a great benefit to the community and it is an important step towards cultural understanding, tolerance and respect.

- U of A students launched the university's first-ever Black Students' Association to help members connect culturally, share similar experiences, and give back to the wider community. Members hope to continue building a community because research shows that students who feel a sense of belonging in university have better results academically.

INTERNATIONALIZATION

The University's international collaborations continue to create exceptional learning, discovery, citizenship, and innovation opportunities to advance the institutional vision of being one of the world's top publicly funded institutions for the benefit of our students and the province.

A key focus of the university's international goals is to ensure that University of Alberta students graduate with the curiosity, confidence, and competence to engage in an increasingly globalized world. Providing students with opportunities to enhance their global understanding and develop intercultural competencies happens in our classrooms, through experiential learning and education abroad programming, and in the social and extra-curricular activities happening across our campuses. International students contribute to the diversity of our campus learning environment. Many (59%) wish to become Canadian permanent residents after graduation, contributing their talent and resources to further strengthening Alberta's position as an investment-ready province with a highly skilled workforce. International students who return home are potential allies for deepening trade relationships between their home countries and Alberta.

As an enrollment managed institution, the university builds its class with a clear focus on attracting students from all parts of Alberta. Rural and Indigenous Albertan students are designated as priority undergraduate enrolment groups in the design of outreach and recruitment programming. In the University of Alberta Calendar, we also set out a specific commitment to access for Alberta students, i.e., "[n]o non-resident shall be admitted to a Faculty who is less qualified than any Alberta resident who is denied admission to that Faculty."

GLOBAL ENGAGEMENT

U of A programs enhance student perspectives on challenging global issues and promote cross-cultural understanding and communication skills. Many of these experiences are made possible through reciprocal agreements between the U of A and other institutions across the globe. Alberta students would not have these opportunities unless we equally offer them to visiting international students. Our student-centered initiatives, which promote global engagement, include:

- Placements funded by the Queen Elizabeth Scholars, which awarded $5.8 million to successful proposals at 20 universities across the country with an aim to "cultivate the next generation of global leadership." On the list of approved projects is U of A's *Securing Our Shared Global Future: Student Leadership for Change*, which will establish placements for 43 Canadian students to intern abroad in locations including Ghana, Kenya, India, United Kingdom, and Australia. Each student selected to participate will receive a $6,000 CAD guaranteed scholarship towards the experience.

- Enhanced experiential, internship and co-op opportunities in international settings (including e3 in Berlin, Brazil, the French Alps, and Washington DC, as well as other educational and research abroad programs in more than 60 countries).

- The Certificate in International Learning (CIL), an embedded undergraduate certificate documenting students' participation and achievement in international learning.
    - In 2018-19, 89 students completed the CIL. Students are required to have a significant intercultural experience, course work and a capstone project to demonstrate their understanding of intercultural competencies.

- The Canada Learning Initiative in China, through which we provide national leadership to increasing Canadian students understanding of China. 2018-19 highlights include:
    - A total of 297 students studied in China (70 from University of Alberta).
    - University of Toronto and McGill University joined the consortium, bringing the total membership to 11 of Canada's U15 universities.

- o   A joint workshop between Canadian and Chinese universities was held in Ottawa with a focus on increasing participation and student learning outcomes.

- Increased opportunities for U of A students to participate in shorter-duration international experiences, either as an integral component of academic courses or independently.
  - o   In 2018/19, 89 students participated in the Faculty of Arts School in Cortona, marking the 20th year of the program in Italy, which as seen over 1,100 students participate.

- Multiple formal joint and double degree programs with partner institutions from around the world.

- In 2019, International Week completed its 34th year, with a focus on the UN's Sustainable Development Goals (SDGs) and how we can all play a role in working towards them. It is estimated that 2,350 attended events over the course of the week.

- The World's Challenge invited U of A students to share their innovative solution to a major global issue. The team with the best proposal was awarded $10,000 to make their solution a reality and will represent the U of A at the international finals at Western University in June 2019, with a chance of winning an additional $30,000.

DIVERSITY & INCLUSION

The presence of international students and foreign-trained post-doctoral fellows, faculty and staff broadens the perspective, impact, and relevance of the U of A's teaching, research, creative activities, and community service work. They also bring cultural diversity together with global connections, insights, and alternative perspectives on issues and challenges that better position the university, businesses, and the province.

Recruitment of exceptional undergraduate and graduate students from targeted highly ranked foreign institutions, and the recruitment of international students already studying at Canadian high schools and post-secondary institutions, advances the university's global academic enterprise and objectives, and also enhances reputation, assisting with the development of diversity in Alberta and Canada. The University of Alberta was pleased to welcome 1,400+ new international undergraduate students to campus this year, representing 76 countries, along with 746 new international graduate students from 72 countries. In 2018-19, 15 percent of our undergraduate population and 37 percent of our graduate population were international students.

Supporting our international students' success and ensuring they are welcomed and included in our communities is of critical importance. Initiatives to highlight this year include:

- The U of A coordinated the Edmonton Post-Secondary Airport welcome booth, greeting close to 1,000 newly arriving international students in late August.

- This marked the 34th year that the U of A celebrated International Week, with a focus on the UN's Sustainable Development Goals (SDGs) and how we can all play a role in working towards them. It is estimated that 2,350 attended events over the course of the week.

- A new on-line orientation program was launched to support students in preparing for their move to Canada.

- The University of Alberta has provided valuable paid work experiences for over 500 graduate students since the Graduate Student Internship Program (GSIP) formally launched January 2016. The program is based on a wage subsidy model supported by funds from a Government of Alberta grant called *A Vision for Innovation in Alberta: Excellence and Transformative Talent.* International students are taking advantage of GSIP to gain valuable Canadian work experience as they represent 49% of the graduate student internship talent pool.

- The university offered a PhD Onboarding Seminar, which was a pilot held August 21 and August 22 to support the transition from PhD applicant to student. The majority of the 50 participants were international students and the corner-stone of the seminar was an intercultural competency workshop: *Strategies For Succeeding in Graduate Studies and Beyond* (what it means to teach and learn in a culturally diverse environment through the lense of the Canadian context).

- Share the Cheer, a program that connects members of the university community to host international students for a meal during the winter holidays, matched 95 hosts with 290 students in 2018.

OFFSHORE PROGRAM DELIVERY

The table below reports core metrics for offshore program delivery, per the provincial Guidelines for Off-Shore Delivery of Alberta Post-Secondary Programs and Training (replaced by Guidelines: Transnational Education, January 1, 2019). Although this information reflects all credential programs offered outside of Canada and joint/dual degree programs with students currently registered, it underrepresents the full scope of the university's international educational activities.

- First, it does not include stand-alone courses or international co-op and experiential components of domestic programs.

- Second, it does not fully reflect joint degree programs. In certain joint degree programs, students based at a foreign home university may spend time at the U of A as visiting students during the course of their program, often working with a U of A faculty mentor, but may petition for joint degree status only as they prepare to graduate. These students are not captured in the program enrolment data reported below.

RESEARCH

The U of A is a research-intensive institution with output that is recognized globally in diverse disciplines. Through active, collaborative research with teams from all over the world, professors advance knowledge, education, and pedagogy in their respective disciplines. Global research engagement has many benefits for the U of A and the province, including leveraging funding resources and expertise from other parts of the globe to address challenges that affect everyone, including Albertans. Much of this funding goes to support domestic students in advanced degrees. The University continues to engage in high-quality, multidisciplinary, multinational research projects in many parts of the globe, including:

- Strengthening existing strategic international institutional partnerships as highlighted below.
- Fostering new, multidisciplinary, multinational research projects in diverse disciplines with partner institutions from other countries.
- Leveraging international funding to secure resources to tackle emerging problems in regions of interest enhancing reach and implementation of U of A research outcomes at home and abroad.

INTERNATIONAL INSTITUTIONAL PARTNERSHIPS -
RESEARCH CONSORTIA AND PARTNERSHIPS FORMED WITH TOP-TIER INTERNATIONAL PARTNERS

CHINA

In May 2018, the U of A officially launched the Joint Research Centre for Future Energy and Environment with Tsinghua University, China's leading science and technology research university. The Centre focuses on developing low-carbon, sustainable energy solutions while tackling global environmental challenges in Canada and China. Following a call for proposals, seven joint research projects were selected for funding by the Centre's Academic Committee.

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In May 2018, the U of A and East China Normal University (ECNU) also held a ceremony in Shanghai, which included President David Turpin and Edmonton Mayor Don Iveson, to formally initiate the Joint Institute of Advanced Science and Technology, which brings together some of the world's most distinguished scientists in optoelectronic information and advanced nanomaterials. Over 20 U of A researchers took part in a joint workshop held at ECNU in June 2018.

GERMANY

The U of A is working with several major research partners including the Alexander von Humboldt Foundation, German Research Foundation (DFG), Federal Ministry of Education and Research (BMBF), the German Academic Exchange Service (DAAD), the Helmholtz Association of German Research Centres and the Fraunhofer Society. In particular, the university has been building up a strategic partnership with RWTH Aachen, which includes research collaboration, internships, and study abroad programs.

Strengthening its partnership with RWTH Aachen University in Germany, in May 2018, the university hosted a joint research workshop on "Data Science, Machine Learning and Computational Innovation" and a German Research Foundation-sponsored lecture by Dr. Leif Kobbelt, winner of the prestigious Leibniz Prize, Germany's top research award.

The U of A and other Edmonton post-secondary institutions finalized the Edmonton Coalition-OWL agreement, through which students enrolled at Concordia University of Edmonton, MacEwan University, NAIT and University of Alberta may participate on exchange or an internship program through one of the OWL Consortium universities in Germany's Ostwestfalen-Lippe region, which includes the University of Bielefeld, FH Bielefeld University of Applied Science, Paderborn University, and Hochschule Ostwestfalen-Lippe University of Applied Sciences.

MEXICO

The university is working to support the Mexican government, Mexican universities, and industry in Mexico with technological innovation and capacity building in the hydrocarbon sector.

Building on its existing relationship with the Mexican Secretariat of Energy (SENER), in May 2018, the U of A jointly organized a workshop in Mexico with the Mexican Centre for Energy Innovation (CEMIE-Bio), which focused on research in bioalcohols and biojet fuels and brought together 30 academics from both countries, as well as the Senior Science and Technology Advisor for Natural Resources Canada (NRCAN).

INDIA

The U of A has been advancing discussions with India's top science and technology institutions to develop joint graduate programs. It also began receiving applications for visiting doctoral students supported by India's Science and Engineering Research Board. The university continues to be a member of IC-IMPACTS (India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability), a partnership with UBC, the University of Toronto, top Indian Institutes of Technology and other organizations in India, which has been awarded over $22 million by the Canadian government through its Network of Centres of Excellence. IC-IMPACTS focuses on change for local communities in both India and Canada.

USA

This year, U of A renewed its agreements with Fulbright Canada, which facilitates collaboration through the Visiting Research Chairs Program and the Killam Fellowships for undergraduate exchange with the USA.

OTHER

- In 2018-19, the university signed approximately 150 international collaboration agreements to facilitate activities ranging from faculty and student mobility, to joint academic programs, to training for professionals.
- During the year, U of A International facilitated over 55 visits by senior representatives of international governments, universities, and other institutions to strengthen the university's opportunities, connections, and profile. Visitors included German Ambassador Sabine Sparwasser and Indian High Commissioner Vikas Swarup, who took part in events open to the campus and broader Edmonton community.
- U of A International and the Faculty of Education successfully completed a 2.5 year, $2.5 million project funded by Oman's Ministry of Education to train elementary school math and science teachers. The Faculty of Education's Centre for Mathematics, Science, and Technology Education (CMASTE) developed the curricula for five professional development training modules, and has facilitated the training of Ministry trainers, who will deliver the modules to thousands of Omani teachers in the coming years, with the overall objective of achieving better learning outcomes for Omani students.
- The U of A is a member of the Worldwide Universities Network (WUN), a group of 23 universities spanning 13 countries on six continents. WUN creates opportunities for international collaboration with other top universities, including research, internships, and study abroad. U of A is currently leading or involved with six Research Development Funds (RDFs).
- In September 2018, U of A joined the Worldwide Energy Universities Network, a group of 28 energy-focused institutions worldwide working together to develop innovative solutions to global issues surrounding energy and petroleum through the open exchange of ideas, research, and human capital.
- The university received the distinguished Beacon Award of the Institute of International Education (IIE) for a long standing partnership with the Scholar Rescue Fund which aims to provide a safe and secure research environment for threatened academics.
- The U of A welcomed a scholar from Yemen through cooperation with the Institute for International Education's Scholar Rescue Fund. This is the fifth scholar that U of A has welcomed through the program, which provides a safe haven for international scholars facing threats in their home country.
- The university was the proud recipient of the Association of Public and Land-grant Universities (APLU) Gold Award for Leadership and Pervasiveness in Internationalization.
- On October 16, the university hosted the Aga Khan when he visited to officially inaugurate the Aga Khan Garden – built to enhance cultural understanding and peace.
- In November 2018, U of A hosted the Together 2018 conference, organized by the Alberta Council for Global Cooperation, which explored the role of partnerships in advancing the United Nations Sustainable Development Goals in Canada and around the world.

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Table 15: Transnational Programs

Name of Program	Type of Credential	Principal mode of delivery (e.g. in-person; international campus)	Name of Partner Institution	Country	Number of Students / Participants (18/19)	Number of Graduates / Completers
UNDERGRADUATE PROGRAMS						
Faculty of Arts - Ritsumeiken University Undergraduate Dual Degree Program	Bachelor of Arts from each institution	In person	Ritsumeikan University	Japan	1	0
GRADUATE PROGRAMS						
Faculty of Agricultural, Life & Environmental Sciences Transatlantic Master's Programs Leading to Dual Degrees in Forestry and Environmental Management (TRANSFOR-M)	MSc or Master of Forestry from U of A; degrees from other institutions vary	In person	Albert-Ludwigs-University (Freiburg)	Germany	4	6
			Bangor University (Wales)	UK	4	
			University of Eastern Finland	Finland	1	
			University of Natural Resources and Life Sciences, Vienna	Austria	0	
			University of Padova	Italy	0	
Faculty of Arts - LMU Joint Doctoral Degree Program	PhD from home institution with notation on parchment	In person	Ludwig-Maximilians-Universitat Munchen (LMU)	Germany	4	0
Faculty of Science - LMU Joint Doctoral Degree Program						
Faculty of Education - SNU Dual Graduate Degree Program	MA/MSc/MEd or PhD/EdD from both institutions with parchments noting the names of both institutions	In person	Seoul National University (SNU)	South Korea	1	0
Faculty of Engineering - ULorraine Dual Master's Degree Program	MSc from UAlberta and Dipl. of Ing. degree or MSc from INPL	In person	University of Lorraine	France	5	5
Faculty of Kinesiology, Sport, and Recreation - Yonsei Dual Doctoral Degree Program	PhD from each institution	In person	Yonsei University	South Korea	1	0
Faculty of Pharmacy and Pharmaceutical Sciences - USP Dual Graduate Degree Program	MSc or PhD from each institution	In person	Universidade de Sao Paulo (USP)	Brazil	1	1
Faculty of Science - UPM Dual Doctoral Degree Program	PhD from each institution	In person	Universiti Putra Malaysia (UPM)	Malaysia	1	0
Faculty of Science - UNICAMP Joint Doctoral Degree Program	PhD from home institution with notation on parchment	In person	Universidade Estadual de Campinas (Unicamp)	Brazil	0	0
School of Business - EDHEC Dual Master's Degree Program	MBA from U of A and MSc from EDHEC	In person	EDHEC Business School	France	8	4
School of Business - WHU Dual Master's Degree Program	MBA from UAlberta and MSc or MBA from WHU	In person	WHU – Otto Beisheim School of Management	Germany	0	0
School of Business - NUCB Dual Master's Degree Program	MBA from each institution	In person	Nagoya University of Commerce and Business (NUCB)	Japan	0	0
School of Business Master of Financial Management (MFM) in English Program in Shenzhen, China	MFM from UAlberta	International branch program	Xi'an Jiao Tong University	China	92	58
School of Business Master of Financial Management (MFM) in Mandarin Program in Shanghai, China	MFM from UAlberta	International branch program	Xi'an Jiao Tong University	China	68	0
School of Business Master of Business Administration (MBA) in Mandarin Program in Shenzhen	MBA from UAlberta	International branch program	Shenzhen Leaguer Co., Ltd.	China	40	0
School of Business Master of Business Administration (MBA) in Mandarin Program in Shanghai	MBA from UAlberta	International branch program	Shanghai Joint-Share Business Management Co., Ltd.	China	not yet started	n/a

Sources: Faculty of Graduate Studies and Research and University of Alberta International

Notes:

Year is calculated starting from the spring term (i.e. 2018/19 includes Spring, Summer, Fall 2018 and Winter 2019)

International branch campus refers to UAlberta programs being offered abroad in collaboration with a local institution.

Supplementary Information

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Name of Program	Number of UA students abroad	Number of UA students in programs at UA	Number of students from abroad at UA for program	Number of Graduates / Completers (Details)
UNDERGRADUATE PROGRAMS				
Faculty of Arts - Ritsumeiken University Undergraduate Dual Degree Program				0
GRADUATE PROGRAMS				
Faculty of Agricultural, Life & Environmental Sciences Transatlantic Master's Programs Leading to Dual Degrees in Forestry and Environmental Management (TRANSFOR-M)	0	2	2	Spring 2018: 2
	2	2	0	
	0	0	1	
	0	0	0	
	0	0	0	Fall 2018: 4
Faculty of Arts - LMU Joint Doctoral Degree Program				
Faculty of Science - LMU Joint Doctoral Degree Program	1	2	1	0
Faculty of Education - SNU Dual Graduate Degree Program	0	0	1	0
Faculty of Engineering - ULorraine Dual Master's Degree Program	0	0	5	Spring 2018: 2 Fall 2018: 3 (1 anticipated Spring 2019)
Faculty of Kinesiology, Sport, and Recreation - Yonsei Dual Doctoral Degree Program	0	0	1	0
Faculty of Pharmacy and Pharmaceutical Sciences - USP Dual Graduate Degree Program	1	0	0	Spring 2018: 1 (1 anticipated Spring 2019)
Faculty of Science - UPM Dual Doctoral Degree Program	0	0	1	0
Faculty of Science - UNICAMP Joint Doctoral Degree Program	0	0	0	0
School of Business - EDHEC Dual Master's Degree Program	0	2	6	Spring 2018: 1 Fall 2018: 3 (and 1 anticipated Spring 2019)
School of Business - WHU Dual Master's Degree Program	0	0	0	0
School of Business - NUCB Dual Master's Degree Program	0	0	0	0
School of Business Master of Financial Management (MFM) in English Program in Shenzhen, China	n/a	n/a	n/a	Spring 2018: 58

Sources: Faculty of Graduate Studies and Research and University of Alberta International

Notes:

Year is calculated starting from the spring term (i.e. 2018/19 includes Spring, Summer, Fall 2018 and Winter 2019)

International branch campus refers to UAlberta programs being offered abroad in collaboration with a local institution.

CAPITAL PLAN

Introduction

The 2018 Capital Plan recognizes that, by providing educational and research infrastructure capable of meeting 21st century expectations, the University of Alberta will better assure its ability to attract the best and brightest students, researchers, and faculty from within Alberta and beyond. Its emphasis remains largely on the well-planned and strategic repurposing and renewal of existing facilities which has become increasingly evidence-based through a reliance on advances in infrastructure analytics.

Capital Projects

Coming off the successful implementation of ten projects made possible by the Post-Secondary Institutions Strategic Investment Fund, capital investments, both scheduled and aspirational, remain strategically linked to the 2018-21 Comprehensive Institutional Plan (CIP) goals and aligned with the Government of Alberta's adult learning system's principles of accessibility, affordability, quality, coordination, and accountability.

Top Three

The three highest priority projects identified in the CIP remain aspirational throughout 2018/19 due to lack of funding.

Faculty of Arts – Expansion Program					
Type	**Description**	**Total Cost**	**Funding**		
			Sources	**Received**	**Revised**
Expansion	As an alternative to a new downtown campus development, a multi-year phased renewal and expansion program will address program pressures in several buildings including Fine Arts, Industrial Design, HUB, Tory and the School of Business. Strategic renewal and expansion of existing facilities will ensure undergraduate programming and functional needs are achieved.	$178,600,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0

Cameron Library – Building Envelope					
Type	**Description**	**Total Cost**	**Funding**		
			Sources	**Received**	**Revised**
Preservation	Renewal of the Cameron Library building envelope is required due to failed panel support systems resulting in panels falling from the walls. Additionally, precast panels are dislodging from the exterior walls, requiring installation of security fencing to protect pedestrians. Finally, thermal scans have revealed an overall failure of the building envelope. The envelope renewal will include installation of glare-free day lighting, solar energy harvesting, natural ventilation, thermal insulation, thermal energy storage, passive solar heating and a thermal buffer zone.	$24,800,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0

	The project, which will be in full partnership with the Faculty of Engineering, is intended to be a star example of the U of A's "Campus as a Living Lab" initiative, whereby necessary infrastructure projects are intertwined with research for application and commercialization of technologies for on- and off-campus application. This project has a target of 50% reduction in energy consumption.				

Chemistry East – Teaching Research Lab Modernization and Renewal

Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	These labs are original to the 1973 building and are in very poor condition; to the degree that usability is in jeopardy. Continued use of these labs presents risks to the institution (quality of instruction and reputation) and the environment. Renewal and modernization of 14 teaching labs will support teaching and research while also reducing energy consumption, improving environmental sustainability and addressing lab safety with upgraded fume hoods.	$14,200,000	As per BLIMS, $8.2 million in Government of Alberta funding is required for this project.	$0	$0

Other Priorities

Recognizing the uniqueness of operating multiple distinct and unique campuses, beyond the top three priorities identified in the CIP, numerous other projects were identified as priorities. For ease of presentation, these projects have been grouped by campus and, as with the 'top three' above, each is ready to proceed pending provision of the requisite funding.

Projects in the "minor preservation" category in BLIMS are not included in the tables below.

Augustana Campus

Type	Project	Total Cost	Funding		
			Sources	Received	Revised
Expansion	Science (phase 1 and 2 renewal)	$14,700,000 (revised from CIP)	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0

Campus Saint-Jean

Type	Project	Total Cost	Funding		
			Sources	Received	Revised
Expansion	Science (expansion and classroom upgrades)	$11,200,000 (revised from CIP)	100% GoA	$0	$0

			As per BLIMS, Government of Alberta funding is required for this project.		

North Campus

Type	Project	Total Cost	Funding		
			Sources	Received	Revised
New	High Performance Training and Research Facility and Community Arenas	$65,000,000	$22,000,000 - institutional (philanthropic) $20,000,000 - City of Edmonton $23,000,000 – pending	$0	$0
New	Maskwa House of Learning	$28,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0
New	Alberta School of Business (new facility to accommodate planned growth)	$185,000,000	As per BLIMS, $165 million in Government of Alberta funding is required for this project.	$0	$0
Expansion	Morrison Structures Engineering Lab	$16,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0
Expansion	Mechanical Engineering Building (renewal and expansion)	$90,000,000 (revised from CIP)	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0

North Campus (con't)

Type	Project	Total Cost	Funding		
			Sources	Received	Revised
Expansion	Earth Sciences Building	$19,000,000	100% GoA As per BLIMS, Government of Alberta funding	$0	$0

Type	Project	Total Cost	Sources	Received	Revised
			is required for this project.		
Preservation	Convocation Hall (renewal)	$9,900,000 (revised from CIP)	As per BLIMS, $7.9 million in Government of Alberta funding is required for this project.	$0	$0
Preservation	Universiade Pavilion (building envelope renewal)	$17,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0
Preservation	Medical Sciences (phase 1 renewal)	$26,000,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0
Preservation	Biological Sciences (phase 1 renewal)	$59,600,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0
Preservation	Clinical Sciences (building envelope renewal)	$18,000,000 (revised from CIP)	As per BLIMS, $15 million in Government of Alberta funding is required for this project.	$0	$0
Preservation	Medical Sciences (floor renewal)	$7,200,000 (revised from CIP)	As per BLIMS, $5.2 million in Government of Alberta funding is required for this project.	$0	$0

North Campus (con't)

Type	Project	Total Cost	Funding		
			Sources	Received	Revised
Preservation	Chemistry West (phase 3 renewal)	$26,500,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0

Preservation	Cameron Library (student study area redevelopment [phase 3])	$10,900,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0

South Campus					
Type	**Project**	**Total Cost**	**Funding**		
			Sources	**Received**	**Revised**
New	South Campus (basic infrastructure)	$15,600,000	100% GoA As per BLIMS, Government of Alberta funding is required for this project.	$0	$0
New	Utilities / District Energy Plant	$132,200,000	TBD		

Other					
Type	**Project**	**Total Cost**	**Funding**		
			Sources	**Received**	**Revised**
Preservation	Ellerslie Site Remediation	$16,600,000	As per BLIMS, $9.5 million in Government of Alberta funding is required for this project.	$0	$0

Projects that began, continued, or were concluded in 2018/19 were principally focused on improving building performance by addressing deferred maintenance. Opportunities to address infrastructure deficiencies have emerged since the CIP was developed in the spring of 2018, and, in the table below, these projects are identified with (*).

Current Projects - Timelines and Status				
Description	**Start**	**Completion**	**Status**	**Progress in 2018/19**
Dentistry / Pharmacy	August 2018	July 2023	In progress	• Completed pre-design • Completed hazmat and interior demolition to 1922 building • In the schematic design phase
Campus Utility Building - Electrical (CUBE) – a new core and shell building (unoccupied) will ingrate with EPCOR's three-year plan to bring new power services to South Campus.	April 2018	March 2020	In progress	• Design completed • Contract tendered and awarded • Site mobilized

Garneau Switchgear Upgrade and North Campus Electrical Feed Expansion	January 2019	December 2022	In progress	• Contract with EPCOR has been signed • EPCOR awaiting regulatory approval to proceed
Electrical Vault (Chemistry)*	April 2018	March 2020	In progress	• Design completed • Contract tendered and awarded • Project commenced
Electrical Vault (Van Vliet)*	April 2018	March 2020	In progress	• Design completed • Contract tendered and awarded • Project commenced

Current Projects - Timelines and Status

Description	Start	Completion	Status	Progress in 2018/19
R.E. Phillips (functional renewal)*	April 2018	March 2020	In progress	• Design completed • Contract tendered and awarded • Project commenced
Central Academic (lower level functional renewal)*	April 2018	March 2019	In progress	• Design completed • Contract tendered and awarded • Project commenced
Van Vliet Centre (functional renewal [change rooms])	April 2018	March 2020	In progress	• Design completed • Contract tendered and awarded • Project commenced
Nîpisîy House (ECV-9)	August 2016	July 2018	Complete	Project completed
Thelma Chalifoux Hall (Lister 5)	August 2016	July 2018	Complete	Project completed
Electrical & Computer Engineering Research Facility (SIF Project)	August 2016	May 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Chemistry – Lab Modernization and Renewal (SIF Project)	September 2016	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada

Current Projects - Timelines and Status

Description	Start	Completion	Status	Progress in 2018/19
Chemical Materials Engineering (SIF Project)	April 2016	August 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Biological Sciences & Earth and Atmospheric Sciences (SIF Project)	August 2016	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Innovation / Incubator Space (SIF Project)	March 2017	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Research Network Infrastructure Upgrade (SIF Project)	March 2017	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada

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Augustana – Science Lab Renewal (SIF Project)	September 2016	February 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Campus Saint-Jean – Science Lab Renewal (SIF Project)	September 2016	February 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Clinical Sciences (SIF Project)	September 2016	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada
Medical Sciences (SIF Project)	September 2016	April 2018	Complete	Completed final reporting to the Governments of Alberta and Canada

Priority Projects

In addition to the "in progress" projects detailed above, the only project commencing in 2019/20 that meets the GoA threshold for reporting here relates to improving the student experience on campus. The university's primary first-year residence, Lister, consists of three 'classic' towers, built in the 1960s and a fourth, Mary Schaeffer Hall, built in 2003. The newest tower in the complex, Thelma Challifoux Hall, opened to students in September 2018. For over 50 years and tens of thousands of students, Lister has been their first 'home away from home'.

Today, many of the original building systems, including lighting, sprinklers, fire alarm, voice communication, and window systems do not meet current code and life safety standards. Additionally, the building interiors including dormitory rooms, study rooms, laundry facilities, amenity and social areas provide living and support spaces crucial to academic achievement, student engagement, and community building, are outdated and in poor condition. Over the next three years, the three oldest towers in the complex will be fully renewed more closely aligning with student (and parent) expectations.

Commencing in 2019/20			
Project	**2019/20**	**2020/21**	**2021/22**
Lister (Classic) Tower Renewal - an investment in addressing deferred maintenance and functional renewal to capitalize on utilizing existing, but old and functionally inadequate, student housing.	$28,500,000	$28,500,000	$28,500,000

INFORMATION TECHNOLOGY

The primary areas where IT is applied to support the U of A's core mission are:

- Support for teaching and learning: increasing capacity to use digital technologies to enhance learning experiences in-person and for distance education, including support for alternative delivery programs, blended delivery, flipped classrooms and other innovative delivery models.

- Support for research: providing consulting and state-of-the-art systems to support innovative research, including high-performance computing and large-scale data storage.

- Support for access: offering enhanced systems and processes for undergraduate and graduate admissions and student scholarships and awards, including enrolment management system, the monitoring and performance reporting of student progress, and other systems that support and enhance student life.

- Support for efficiency and sustainability: increasing the efficiency of administration systems that support core institutional activities and enhancing the university experience by facilitating easier ways to get things done.

In support of these IT priorities, the U of A delivered on the following in 2018/19:

- Implemented new capabilities for students:
    - Online view of progress to degree.
    - Automatic processing and notification of entrance awards.
    - Automated processing of Alberta Post-secondary Application System/APAS eTranscripts.
    - New mobile app.
    - Online course withdrawals.

- Made numerous improvements in financial IT:
    - Improved controls and standards in executing journal entry processing.
    - Automated bank deposit reconciliation process.
    - Improved workflow for administration of research grants.
    - Automated transcription of AP vouchers.

- Completed network perimeter security refresh, which provides the university with greater visibility into emerging cyber security threats and reduces response times. Users ultimately benefit from a safer and more secure technical environment.

- Addressed $17.3M in deferred maintenance for wired and wireless networks, using strategic innovation funding (SIF) from Innovation, Science and Economic Development Canada plus U of A matching funds.

- Moved the learning management systems for the U of A, NAIT, and Norquest to the cloud. This reduces costs, and improves nimbleness for all three institutions.

- Deployed a chatbot to handle IT service desk inquiries, providing 7x24 responses to the most common user issues. Currently configured to answer ~120 common questions.

- Improved sustainability by migrating services from old, physical servers hosted in various distributed data centres and server closets to virtual servers hosted either in the university data centres, or in the cloud.

RISK MITIGATION ANALYSIS

Revenue decline mitigation strategies
The vast majority of the university's operating revenues are controlled by government. To the extent that legislation and government authority permits the university to increase tuition, these levers may be applied.

The risk associated with alternative revenue sources remains high. The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding and tuition revenue limitations. However, the government has delayed the ability of the university to operationalize its land trust and has delayed approvals of academic initiatives that could generate new sources of revenue.

Expenditure increase mitigation strategies
With limited ability to control or increase university revenues, our main mitigation strategies must necessarily focus on expense reduction.

As such, the university exercises caution in adding permanent staff positions. Any compensation changes must be negotiated with bargaining agents. The vast majority of the university's employees are unionized. To manage benefits costs, the university looks to achieve efficiencies with its benefit carriers, and work with the university-union benefit committees to review plan design.

In the area of deferred maintenance, the goal is to augment IMP funding with operating dollars to increase the total spend on deferred maintenance. Over the long term the university is looking at opportunities to increase space utilization, and retire buildings where it no longer makes sense to upgrade them.

Overall the university is examining administrative processes seeking cost and quality improvements, recognizing that the priority is to support the academic and research mission of the university.

APPENDIX A: AUDITED
FINANCIAL STATEMENTS

Consolidated Financial Statements

**For the Year Ended
March 31, 2019**

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**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND
ANALYSIS PERIOD ENDED MARCH 31, 2019**
(in millions of dollars)

The consolidated financial statement discussion and analysis should be read in conjunction with the University of Alberta audited financial statements. The university's financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards. For more in-depth discussion and analysis of the university's goals and objectives please refer to the following documents:
For the Public Good, Comprehensive Institutional Plan, Investment
Reports. https://www.ualberta.ca/reporting

The consolidated financial statement discussion and analysis provides an overview of the university's:
➢ Summary of Financial Results
➢ Revenue and Expense
➢ Capital Acquisitions
➢ Net Assets and Net Debt
➢ Areas of Significant Financial Risk

Summary of Financial Results

The university ended the year with an annual surplus of $198.8 million. Of this amount $75.5 million are donations directed to endowments and endowment capitalized investment income and therefore are not available for spending. The annual operating surplus of $123.3 million; 6.3% of total revenue (budget: $14.4; 0.7% of total revenue) was primarily used for capital and investment acquisitions and debt repayment. Capital acquisition expenditures include library resources, scientific equipment and computer hardware/software.

Net assets of $2,179.5 million increased from the prior year (2018: $2,005.8). The increase is mainly due to an increase in endowments and the annual operating surplus.
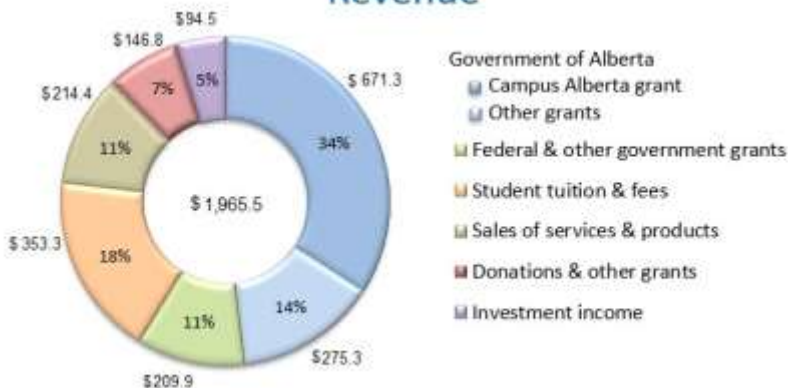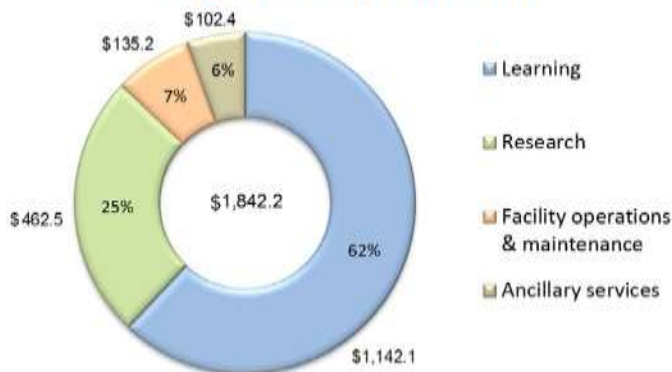
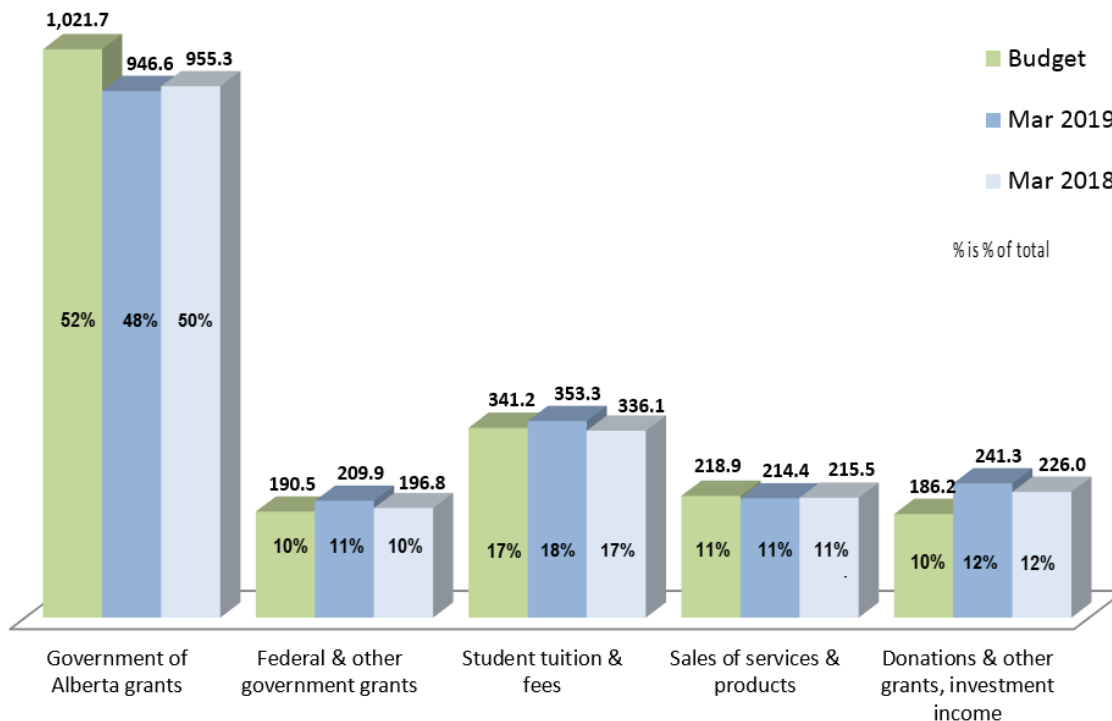**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND
ANALYSIS PERIOD ENDED MARCH 31, 2019**
(in millions of dollars)

Revenue

Total revenue for the year was $1,965.5 million, an increase of $35.8 million over the prior year and $7.0 million (0.4%)
more than budget.

Government of Alberta grants (GoA) represent the single
largest source of funding for university activities at 48% of
total revenue. The GoA increased the Campus Alberta grant
(base operating grant) by 2%. Grants are less than budget
mainly due to lower research grants and lower than
budgeted grant funding for the Academic Medicine and
Health Services Program (AMHSP) (offset in donations and
other grants).

Federal and other government grants primarily support the
university's research activities. Grants are more than budget
due to higher than budgeted grant funding from the Federal
Government of Canada.

Student tuition and fees includes instructional fees, market
modifiers, program differential fees, international student
fees, and mandatory non-instructional fees. The GoA has
frozen domestic tuition fees for the past three fiscal years
and in October 2018 announced that the tuition freeze will
be extended through the 2019-20 academic year. Student
tuition and fees are more than budget due to higher
enrollment of international students.

Sales of services and products revenues are generated by
ancillary services and faculties and administrative units to
both individuals and external organizations. Ancillary
services generated sales of $91.5 million, while other units
generated sales of $122.8 million. Sales revenue is
comparable to budget.

Donations and other grants support many university
activities. Donations and other grants are more than budget
mainly due to the AMHSP grant funding (offset in GoA)
and more than budgeted research grant funding.

Investment income is $23.5 million more than budget
mainly due to the realization of capital gains. Investments
fall into two categories, the University Endowment Pool
(UEP) and the Non-Endowed Investment Pool (NEIP). The
UEP had a return of 5.9% (2018: 8.0% return) and
represents the majority of the university's long-term
investment strategy. The NEIP investments which are
allocated to the short-, mid- and long-term investment
strategies had a return of 3.5% (2018: 2.9% return).

**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND
ANALYSIS PERIOD ENDED MARCH 31, 2019**
(in millions of dollars)

Expense

Total expense for the year was $1,842.2 million, a decrease of $34.7 million over the prior year and $101.9 million (5.2%) less than budget. Salaries and employee benefits are the single largest expense representing 61% of total expense.

Expense by Object
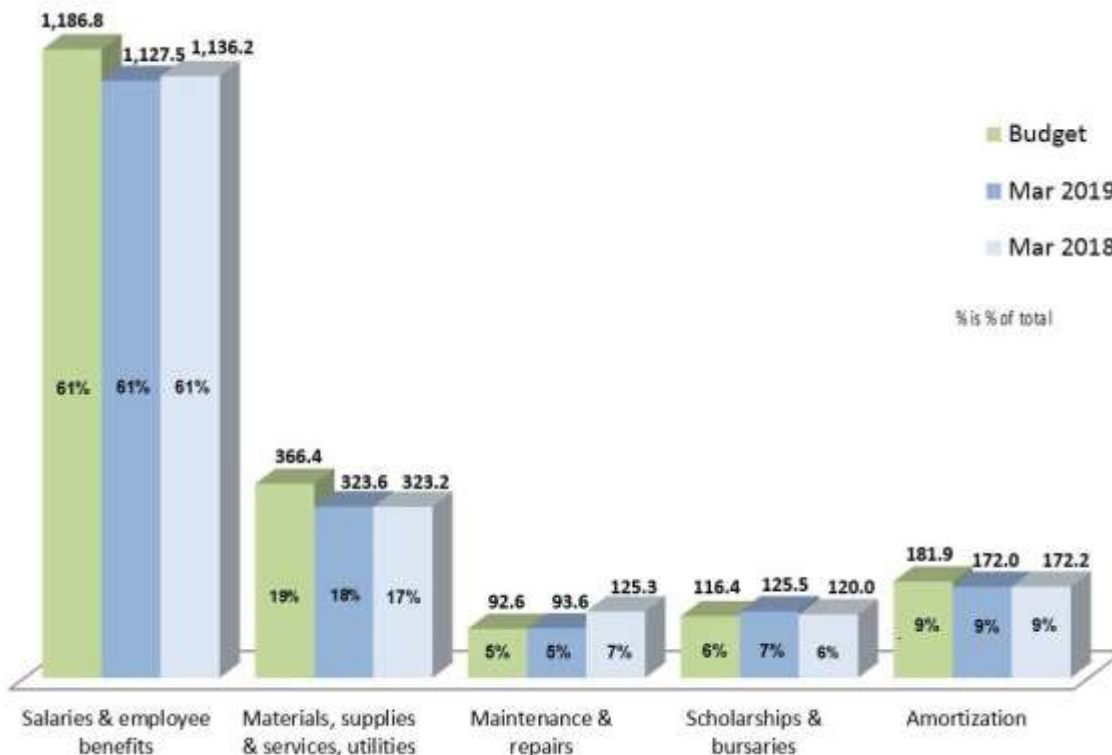
Salaries and employee benefits are less than budget mainly in the research fund due to lower spending on salaries for research projects along with lower use of temporary staffing.

Materials, supplies and services, utilities are less than budget mainly due to lower expenditures in the research fund for general services for research projects. Utilities is lower than budget due to lower than budgeted utility rates.
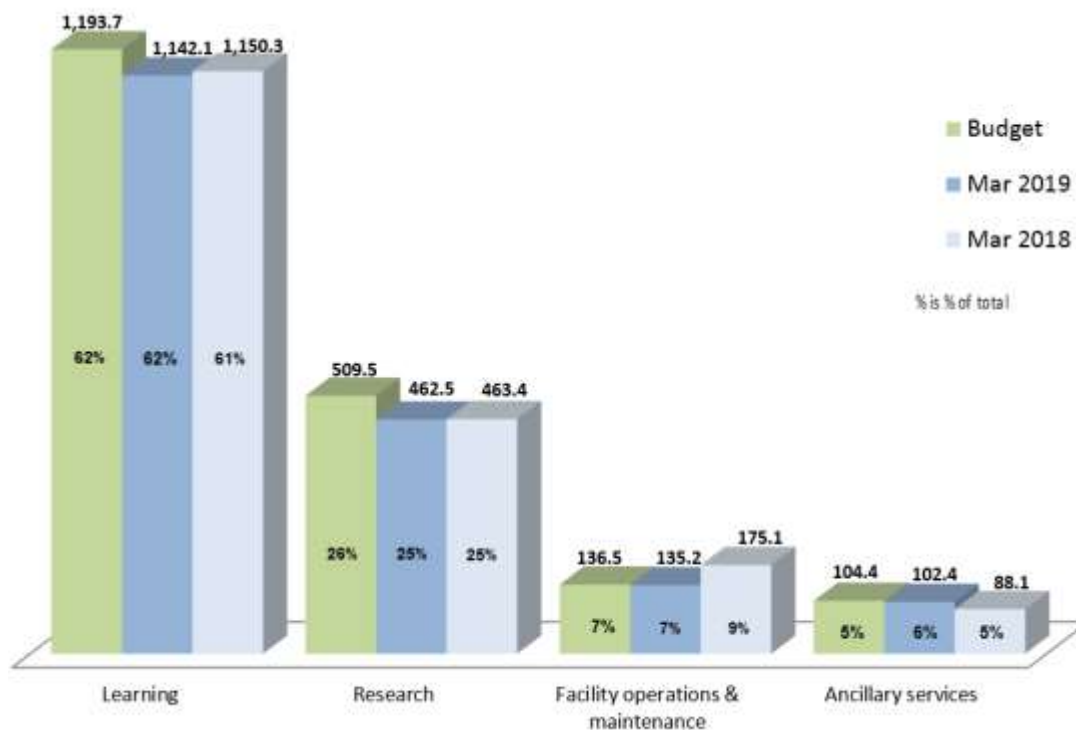
Maintenance and repairs is comparable to budget.

Scholarships and bursaries are more than budget due to a higher number of graduate awards and higher than budgeted endowed scholarships.

Amortization is less than budgeted due to Strategic Investment Fund (SIF) projects coming into service later than planned.

**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND
ANALYSIS PERIOD ENDED MARCH 31, 2019**
(in millions of dollars)

Expense by Function

Learning effectively represents the operating activities of the university. A significant component of this category is salary and employee benefit costs. Learning also includes restricted grants and donations that support undergraduate student scholarships, student bursaries and the Academic Medicine and Health Services Program (AMHSP). This expense is less than budget mainly due to lower spending on salaries and materials and services.

Research activities expenses are funded by restricted grants and donations as well as internal funds designated for research related spending. This expense is less than budget due to lower spending on salaries and general services for research projects.

Facility operations and maintenance represents the cost of maintaining university facilities and grounds. This expense is comparable to budget.

Ancillary services include the university bookstore, parking services, utilities and student residences. Ancillary services expenses are comparable to budget.

Capital Acquisitions

The university expended $124.6 million (2018: $197.9) on construction and other tangible capital asset

acquisitions. The most significant construction and capital asset acquisitions in 2019 are:
- Two new residence construction projects - Nîpisîy House and Thelma Chalifoux Hall.
- Dentistry and Pharmacy Renewal and Repurpose - a multi-year project to renovate the Dentistry Pharmacy building.
- University of Alberta Botanic Garden – the new Aga Khan Garden and infrastructure upgrades.
- Various Strategic Investment Fund projects which were funded by a combination of GoA grants and university resources.

Net Assets and Net Debt

Net assets

The net asset balance is an important indicator of financial health for the university. The net assets measure provides the economic position of the university from all years of operations. The university's net assets include endowments of $1,432.3 million. Endowments represent contributions from donors that are required to be maintained in perpetuity, as well as capitalized investment income that is also required to be maintained in perpetuity to protect the economic value of the endowment. Endowments are not available for spending. Of the remaining $747.2 million in net assets, $553.8 million represents funds invested in tangible capital assets.

	Unrestricted	Internally restricted	Investment in tangible capital assets	Endowments	Total
Net assets, beginning of year	$ 74.2	$ -	$ 552.1	$ 1,379.5	$ 2,005.8
Annual operating surplus	123.3	-	-	-	123.3
Endowments	(0.9)	-	-	76.4	75.5
Tangible capital assets	(1.7)	-	1.7	-	-
Transfer to internally restricted	(55.1)	55.1	-	-	-
Change in accumulated remeasurement gains	(1.5)	-	-	(23.6)	(25.1)
Increase	64.1	55.1	1.7	52.8	173.7
Net assets, end of year	**$ 138.3**	**$ 55.1**	**$ 553.8**	**$ 1,432.3**	**$ 2,179.5**

The increase in accumulated surplus from operations is mainly due to the annual operating surplus ($123.3). The university also transferred $0.9 million from accumulated surplus to endowments. The university created an internally restricted investment income reserve in the current year ($55.1). The purpose of the reserve is to create a buffer for risk management purposes; that is, to ensure that future financial obligations can be fulfilled in the event of significant investment losses. The reserve target is 17% of the underlying obligations (investment cost), currently $96 million, which allows for fluctuations in capital and equity markets to the degree experienced during the financial crisis in 2008-09. Once the reserve target is met, allocations will be made to a Strategic Initiatives Fund that will be used to support long-term institutional goals.

The increase in investment in tangible capital assets of $1.7 million consists of additions ($65.6) and debt repayments ($13.3), less new financing ($16.8) and amortization ($60.4). These additions include construction projects, equipment, furnishings, computer hardware/software and library resources.

The university's endowment spending policy provides for an annual spending allocation (2019: $49.0; 2018: $38.1) to support a variety of key initiatives in the areas of academic programs, chairs and professorships, scholarships, bursaries and research. The increase in endowments of $52.8 million is due to an increase in fair value ($15.7), new contributions ($36.2) and a transfer of miscellaneous sales revenue from unrestricted net assets ($0.9).

**CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND
ANALYSIS PERIOD ENDED MARCH 31, 2019**
(in millions of dollars)

Net debt

The university's liquidity needs are met primarily through operating cash flows, working capital balances and capital expansion funding received through grants or long-term debt. Net financial assets (net debt) is a measure of an organization's ability to use its financial assets to cover liabilities and fund future operations.

The net debt (excluding portfolio investments restricted for endowments) indicates that the university has a $97.8 million deficiency (2018: $213.5). The deficiency can be attributed to employee future benefit liabilities (2019: $217.8; 2018: $237.8) which include the Universities Academic Pension Plan (UAPP) (2019: $116.4; 2018: $141.7) and other benefit plans such as supplementary retirement, long-term disability and early retirement (2019: $101.4; 2018: $96.1). Net debt has decreased mainly due to the annual surplus and a decrease in employee future benefit liabilities resulting primarily from strong investment returns within the pension plan.

Areas of Significant Financial Risk

Fiscal Uncertainty

The Campus Alberta grant is the primary source of funding for the university's day-to-day operating activities. Government support is under pressure given the province's fiscal outlook. Grants, tuition and other revenue generation initiatives are largely under government control, which puts significant pressure on university finances. The impact to university revenue of a 1% change to the Campus Alberta base operating grant is $6.7 million and a 1% change to domestic tuition is $2.0 million.

Unfunded Pension Liability

The university participates with other Alberta post-secondary institutions in the Universities Academic Pension Plan (UAPP) to provide pensions for the university's participating employees. The unfunded deficiency in the UAPP is currently being funded by a combination of employee and employer contributions and the Government of Alberta. The deficiency is required to be eliminated by 2043. At March 31, 2019, based on actuarial assumptions, the university has recorded a UAPP employee future benefit liability of approximately $116 million.

The impact to the university's share of the unfunded liability of a 1% increase in the inflation rate assumption would be an increase of approximately $76 million, a 1% increase in the salary escalation assumption would be an increase of approximately $15 million, while a decrease of 0.25% in the discount rate assumption would lead to an increase of approximately $38 million.

Deferred Maintenance

As the largest and oldest post-secondary institution in the province, the university's deferred maintenance obligations continue to increase. As of December 2018 the liability stood at $311 million and is estimated to increase to approximately $888 million over the next five years. The university continues to identify and address priority deferred maintenance issues through joint renewal and repurposing projects to maintain the functionality of our building inventory. We are grateful for the Government's continued support of the Infrastructure Maintenance Grant Program (2019: $34.9; 2018: $34.9) which assists in addressing the deferred maintenance priorities.

STATEMENT OF MANAGEMENT
RESPONSIBILITY YEAR ENDED MARCH 31, 2019

The consolidated financial statements of the University of Alberta have been prepared by management in accordance with Canadian public sector accounting standards. The consolidated financial statements present fairly the financial position of the university as at March 31, 2019 and the results of its operations, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that university assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the consolidated financial statements.

The Board of Governors is responsible for reviewing and approving the consolidated financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the consolidated financial statements principally through its Audit and Risk Committee. With the exception of the President, all members of the Audit and Risk Committee are not employees of the university. The Audit and Risk Committee meets with management and the external auditors and internal auditors to discuss the results of audit examinations and financial reporting matters. The external and internal auditors have full access to the Audit and Risk Committee, with and without the presence of management.

These consolidated financial statements have been reported on by the Auditor General of Alberta, the auditor appointed under the *Post-secondary Learning Act*. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the fairness of presentation of the information in the consolidated financial statements.

Original signed by David H. Turpin

President and Vice-Chancellor

Original signed by Gitta Kulczycki

Vice-President (Finance & Administration) and Chief Financial Officer

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Independent Auditor's Report

To the Board of Governors of the University of Alberta

Report on the Consolidated Financial Statements

Opinion

I have audited the consolidated financial statements of the University of Alberta which comprise the consolidated statement of financial position as at March 31, 2019, and the consolidated statements of operations, change in net financial assets, remeasurement gains and losses, and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the University of Alberta as at March 31, 2019, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of my report. I am independent of the University of Alberta in accordance with the ethical requirements that are relevant to my audit of the consolidated financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the University of Alberta's annual report but does not include the consolidated financial statements and my auditor's report thereon. The University of Alberta's annual report is expected to be made available to me after the date of this auditor's report.

My opinion on the consolidated financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the consolidated financial statements, my responsibility is to read the other information identified above when it becomes available and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

When I read the University of Alberta's annual report, if I conclude that there is a material misstatement therein, I am required to communicate the matter to those charged with governance.

Responsibilities of management and those charged with governance for the consolidated financial statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the University of Alberta's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the University of Alberta's financial reporting process.

Auditor's Responsibilities for the audit of the consolidated financial statements

My objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University of Alberta's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the University of Alberta's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the University of Alberta to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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- Obtain sufficient appropriate audit evidence regarding the financial information of the entity or business activities within the entity to express an opinion on the consolidated financial statements. I am responsible for the direction, supervision and performance of the audit. I remain solely responsible for my audit opinion.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

W. Doug Wylie FCPA, FCMA, ICD.D
Auditor General

May XX, 2019
Edmonton, Alberta

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF FINANCIAL
AS AT MARCH 31, 2019
(thousands of dollars)

	Note		2019		2018
Financial assets excluding portfolio investments restricted for endowments					
Cash and cash equivalents	4	$	**19,581**	$	74,078
Portfolio investments - non-endowment	5		**1,040,126**		872,516
Accounts receivable			**145,148**		153,177
Inventories held for sale			**2,133**		2,340
			1,206,988		1,102,111
Liabilities					
Accounts payable and accrued liabilities			**172,470**		179,497
Employee future benefit liabilities	8		**217,774**		237,774
Debt	9		**335,797**		350,306
Deferred revenue	10		**578,758**		548,016
			1,304,799		1,315,593
Net debt excluding portfolio investments restricted for endowments			**(97,811)**		(213,482)
Portfolio investments - restricted for endowments	5		**1,432,304**		1,379,534
Net financial assets			**1,334,493**		1,166,052
Non-financial assets					
Tangible capital assets	11		**2,684,090**		2,732,029
Prepaid expenses			**8,118**		7,981
			2,692,208		2,740,010
Net assets before spent deferred capital contributions			**4,026,701**		3,906,062
Spent deferred capital contributions	12		**1,847,187**		1,900,241
Net assets	13	$	**2,179,514**	$	2,005,821
Net assets is comprised of:					
Accumulated surplus		$	**1,928,600**	$	1,729,849
Accumulated remeasurement gains			**250,914**		275,972
		$	**2,179,514**	$	2,005,821

Contingent assets and contractual rights (note 14 and 16)

Contingent liabilities and contractual obligations (note 15 and 17)

The accompanying notes are an integral part of these consolidated financial statements.

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF
OPERATIONS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

	Note	Budget (Note 19)	2019	2018
Revenue				
Government of Alberta grants	20	$ 1,021,681	$ 946,643	$ 955,344
Federal and other government grants	20	190,510	209,900	196,782
Student tuition and fees		341,218	353,280	336,129
Sales of services and products		218,863	214,434	215,471
Donations and other grants		115,244	146,752	153,900
Investment income		70,984	94,489	72,098
		1,958,500	1,965,498	1,929,724
Expense				
Learning		1,193,670	1,142,132	1,150,308
Research		509,567	462,497	463,422
Facility operations and maintenance		136,471	135,198	175,062
Ancillary services		104,436	102,383	88,132
		1,944,144	1,842,210	1,876,924
Annual operating surplus		$ 14,356	123,288	52,800
Endowment contributions			36,227	25,440
Endowment capitalized investment income			39,236	27,740
			75,463	53,180
Annual surplus			198,751	105,980
Accumulated surplus, beginning of year			1,729,849	1,623,869
Accumulated surplus, end of year	13		$ 1,928,600	$ 1,729,849

The accompanying notes are an integral part of these consolidated financial statements.

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL
ASSETS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

	Budget (Note 19)		2019		2018
Annual surplus	$	$	**198,751**	$	105,980
Acquisition of tangible capital assets, net of proceeds on disposals	(216,930)		**(124,342)**		(197,691)
Amortization of tangible capital assets	181,878		**172,006**		172,139
Loss on disposal of tangible capital assets	-		**275**		4,443
	(35,052)		**47,939**		(21,109)
Change in prepaid expenses	(200)		**(137)**		(782)
Change in spent deferred capital contributions	5,586		**(53,054)**		(21,515)
Change in accumulated remeasurement gains			**(25,058)**		26,673
(Decrease) increase in net financial assets			**168,441**		89,247
Net financial assets, beginning of year			**1,166,052**		1,076,805
Net financial assets, end of year	$	$	**1,334,493**	$	1,166,052

The accompanying notes are an integral part of these consolidated financial statements.

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
YEAR ENDED MARCH 31, 2019
(thousands of dollars)

	Note	2019	2018
Accumulated remeasurement gains, beginning of year		$ **275,972**	$ 249,299
Unrealized gains attributable to:			
Portfolio investments - non-endowment:			
Quoted in an active market		**8,778**	11,509
Designated at fair value		**4,143**	3,160
Portfolio investments - restricted for endowments:			
Quoted in an active market		**42,822**	61,838
Designated at fair value		**8,676**	7,681
Amounts reclassified to consolidated statement of operations:			
Portfolio investments - non-endowment:			
Quoted in an active market		**(10,803)**	(7,177)
Designated at fair value		**(3,601)**	(1,220)
Portfolio investments - restricted for endowments:			
Quoted in an active market		**(62,425)**	(43,691)
Designated at fair value		**(12,648)**	(5,427)
Net change for the year		**(25,058)**	26,673
Accumulated remeasurement gains, end of year	13	$ **250,914**	$ 275,972
Accumulated remeasurement gains is comprised of:			
Portfolio investments - non-endowment		$ **41,880**	$ 43,363
Portfolio investments - restricted for endowments		**209,034**	232,609
		$ **250,914**	$ 275,972

The accompanying notes are an integral part of these consolidated financial statements.

UNIVERSITY OF ALBERTA
CONSOLIDATED STATEMENT OF CASH
FLOWS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

	2019	2018
Operating transactions		
Annual surplus	$ 198,751	$ 105,980
Add (deduct) non-cash items:		
Amortization of tangible capital assets	172,006	172,139
Expended capital recognized as revenue	(111,570)	(111,753)
Gain on sale of portfolio investments	(89,477)	(57,515)
Loss on disposal of tangible capital assets	275	4,443
Decrease in employee future benefit liabilities	(20,000)	(13,286)
Change in non-cash items	(48,766)	(5,972)
Decrease (increase) in accounts receivable	8,083	(9,961)
Decrease in inventories held for sale	207	302
(Decrease) increase in accounts payable and accrued liabilities	(7,954)	349
Increase (decrease) in deferred revenue	30,742	(12,404)
Increase in prepaid expenses	(137)	(782)
Cash provided by operating transactions	180,926	77,512
Capital transactions		
Acquisition of tangible capital assets, net of proceeds on disposals, less in kind donations	(120,669)	(194,994)
Cash applied to capital transactions	(120,669)	(194,994)
Investing transactions		
Purchases of portfolio investments	(362,768)	(351,972)
Proceeds on sale of portfolio investments	207,680	337,479
Cash applied to investing transactions	(155,088)	(14,493)
Financing transactions		
Debt repayment	(14,509)	(13,956)
Debt - new financing	-	113,700
Increase in spent deferred capital contributions, less in kind donations	54,843	87,541
Cash provided by financing transactions	40,334	187,285
(Decrease) increase in cash and cash equivalents	(54,497)	55,310
Cash and cash equivalents, beginning of year	74,078	18,768
Cash and cash equivalents, end of year	$ 19,581	$ 74,078

The accompanying notes are an integral part of these consolidated financial statements.

UNIVERSITY OF ALBERTA
NOTES TO THE CONSOLIDATED FINANCIAL
STATEMENTS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

1. Authority and purpose

The Governors of The University of Alberta is a corporation that manages and operates the University of Alberta (the university) under the *Post-secondary Learning Act* (Alberta). All members of the Board of Governors are appointed by either the Lieutenant Governor in Council or the Minister of Advanced Education, with the exception of the Chancellor and President, who are ex officio members. Under the *Post-secondary Learning Act*, Campus Alberta Sector Regulation, the university is a comprehensive academic and research institution offering undergraduate and graduate degree programs as well as a full range of continuing education programs and activities. The university is a registered charity, and under section 149 of the *Income Tax Act* (Canada), is exempt from the payment of income tax.

2. Summary of significant accounting policies and reporting practices

(a) General – Canadian public sector accounting standards (PSAS) and use of estimates

These consolidated financial statements have been prepared in accordance with PSAS. The measurement of certain assets and liabilities is contingent upon future events; therefore, the preparation of these consolidated financial statements requires the use of estimates, which may vary from actual results. Management uses judgment to determine such estimates. Employee future benefit liabilities and amortization of tangible capital assets are the most significant items based on estimates. In management's opinion, the resulting estimates are within reasonable limits of materiality and are in accordance with the significant accounting policies summarized below. These significant accounting policies are presented to assist the reader in evaluating these consolidated financial statements and, together with the following notes, should be considered an integral part of the consolidated financial statements.

(b) Valuation of financial assets and liabilities

The university's financial assets and liabilities are generally measured as follows:

    Portfolio investments - fair value and amortized cost
    Derivatives - fair value
    Cash and cash equivalents, Accounts receivable, Accounts payable and accrued liabilities, Debt - amortized cost
    Inventories held for sale - lower of cost and expected net realizable value

Unrealized gains and losses from changes in the fair value of financial assets and liabilities are recognized in the consolidated statement of remeasurement gains and losses. When the restricted nature of a financial instrument and any related changes in fair value create a liability, unrealized gains and losses are recognized as deferred revenue.

All financial assets are assessed annually for impairment. Impaired financial losses are recognized as a decrease in revenue, except for the restricted amount which is recognized as a decrease in deferred revenue. A write-down of an investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial assets and liabilities measured at amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial assets and liabilities that are measured at amortized cost and expensed when measured at fair value. Investment management fees are expensed as incurred. The purchase and sale of cash and cash equivalents and portfolio investments are accounted for using trade-date accounting.

Derivatives are recorded at fair value in the consolidated statement of financial position. Derivatives with a positive or negative fair value are recognized as financial assets or liabilities. Unrealized gains and losses from changes in the fair value of derivatives are recognized in the consolidated statement of remeasurement gains and losses. Upon settlement, the realized gains and losses are reclassified as revenue or expense in the consolidated statement of operations.

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either measure the entire contract at fair value or separately measure the value of the derivative component when characteristics of the derivative are not closely related to the economic characteristics and risks of the contract itself. Contracts to buy or sell non-financial items for the university's normal course of business are not recognized as financial assets or liabilities.

(c) Revenue recognition

All revenue is reported on an accrual basis. Cash received for which services and products have not been provided is recognized as deferred revenue.

NOTES TO THE CONSOLIDATED FINANCIAL
STATEMENTS YEAR ENDED MARCH 31, 2019
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2.   **Summary of significant accounting policies and reporting practices (continued)**

(c) Revenue recognition (continued)

Government grants, non-government grants and donations
Government transfers are referred to as government grants.

Restricted grants and donations are recognized as deferred revenue if the terms for use, or the terms along with the university's actions and communications as to the use, create a liability. These grants and donations are recognized as revenue when the terms are met. If the grants and donations are used to acquire or construct tangible capital assets, revenue will be recognized over the useful life of the tangible capital assets.

Government grants without terms for the use of the grant are recognized as revenue when the university is eligible to receive the funds. Non-government grants and donations with no restrictions are recognized as revenue in the year received or in the year the funds are committed to the university if the amount can be reasonably estimated and collection is reasonably assured.

In kind donations of services, materials, and tangible capital assets are recognized at fair value when a fair value can be reasonably determined.

Grants and donations related to land
Grants and donations for the purchase of land are recognized as deferred revenue when received and recognized as revenue when the land is purchased. An in kind grant or donation of land is recognized as revenue at the fair value of the land when a fair value can be reasonably determined. When the fair value cannot be reasonably determined, the in kind grant or donation is recognized at nominal value.

Endowment donations
Endowment donations are recognized as revenue in the consolidated statement of operations in the year in which they are received, and are required by donors to be maintained intact in perpetuity.

Investment income
Investment income includes dividends, interest income and realized gains and losses on the sale of portfolio investments. Investment income from restricted grants and donations is recognized as deferred revenue when the terms for use create a liability, and is recognized as revenue when the terms of the grant or donation are met.

The endowment spending allocation portion of investment income earned by endowments is recognized as deferred revenue when the terms for use by the endowment create a liability. Investment income earned by endowments in excess of the endowment spending allocation is recognized as revenue in the consolidated statement of operations (realized income) and the consolidated statement of remeasurement gains and losses (unrealized gains and losses), and is capitalized and maintained intact in perpetuity.

(d) Endowments

Endowments consist of:
• Externally restricted donations received by the university and internal allocations by the university's Board of Governors, the principal of which is required to be maintained intact in perpetuity.
• Investment income earned (excluding unrealized income) by the endowments in excess of the amount required for spending allocation is capitalized to maintain and grow the real value of the endowments. Benefactors as well as university policy stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and by reinvesting unexpended income.

Under the Post-secondary Learning Act, the university has the authority to alter the terms and conditions of endowments to enable:
• Investment income earned by the endowments to be withheld from distribution to avoid fluctuations in the amounts distributed, generally to regulate the distribution of income earned by the endowments.
• Encroachment on the capital of the endowments to avoid fluctuations in the amounts distributed and generally to regulate the distribution of investment income earned by the endowments if, in the opinion of the Board of Governors, the encroachment benefits the university and does not impair the long-term value of the fund.

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In any year, if the investment income earned on endowments is insufficient to fund the spending allocation, the spending allocation is funded from the accumulated capitalized investment income. However, for individual endowments without sufficient accumulated capitalized investment income, endowment principal is used in that year and is expected to be recovered by future investment income.

**NOTES TO THE CONSOLIDATED FINANCIAL
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2. **Summary of significant accounting policies and reporting practices (continued)**

(e) Inventories held for sale

Inventories held for sale are measured using the weighted average method.

(f) Tangible capital assets

Tangible capital asset acquisitions are recognized at cost, which includes amounts that are directly related, such as design, construction, development, improvement or betterment of the assets, and costs associated with asset retirement obligations. Cost includes overhead directly attributable to construction and development. Construction in progress is not amortized until after the project is complete and the asset is in service.

The cost less residual value of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives as follows:

Buildings and utilities	10 - 40 years
Equipment, furnishings and systems	5 - 10 years
Learning resources	10 years

Tangible capital asset write-downs are recognized when conditions indicate the asset no longer contributes to the university's ability to provide services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. Net write-downs are recognized as expense.

Intangible assets, works of art, historical treasures and collections are expensed when acquired and not recognized as tangible capital assets because a reasonable estimate of the future benefits associated with such property cannot be made.

(g) Asset Retirement Obligations

Asset retirement obligations are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement obligations are amortized on the same basis as the related asset and the discount accretion is included in determining the results of operations.

(h) Foreign currency translation

Transaction amounts denominated in foreign currencies are translated into their Canadian dollar equivalents at exchange rates prevailing at the transaction dates. Carrying values of monetary assets and liabilities and non-monetary items included in the fair value category reflect the exchange rates at the consolidated statement of financial position date. Unrealized foreign exchange gains and losses are recognized in the consolidated statement of remeasurement gains and losses.

In the period of settlement, foreign exchange gains and losses are reclassified to the consolidated statement of operations, and the cumulative amount of remeasurement gains and losses is reversed in the consolidated statement of remeasurement gains and losses.

(i) Employee future benefits

Pension
The university participates with other employers in the Public Service Pension Plan (PSPP) and the Universities Academic Pension Plan (UAPP). These pension plans are multi-employer defined benefit pension plans that provide pensions for the university's participating employees based on years of service and earnings.

Pension expense for the UAPP is actuarially determined using the projected benefit method prorated on service. The UAPP activity and financial position are allocated to each participating employer based on their respective percentage of employer contributions. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

NOTES TO THE CONSOLIDATED FINANCIAL
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2. Summary of significant accounting policies and reporting practices (continued)

(i) Employee future benefits (continued)

The university does not have sufficient plan information on the PSPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the PSPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected, along with investment income, to provide the plan's future benefits.

Long-term disability
The cost of providing non-vesting and non-accumulating employee future benefits for compensated absences under the university's long-term disability plan is charged to expense in full when the event occurs which obligates the university to provide the benefits. The cost of this benefit is actuarially determined using the accumulated benefit method, a discount rate based on the university's cost of borrowing and management's best estimate of the retirement ages of employees, expected health care costs and the period of employee disability. Actuarial gains and losses on the accrued benefit obligation are amortized over the average expected period the benefit will be paid.

Early retirement
The cost of providing accumulating post-employment benefits under the university's early retirement plans is charged to expense over the period of service provided by the employee. The cost of these benefits is actuarially determined using the projected benefit method prorated on services, a discount rate based on the university's cost of borrowing and management's best estimate of expected health care, dental care, life insurance costs and the period of benefit coverage. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

Supplementary retirement plans
The university provides non-contributory defined benefit supplementary retirement benefits to executive based on years of service and earnings. The expense for this plan is actuarially determined using the projected benefit method prorated on service. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

The university provides non-contributory defined contribution supplementary retirement benefits to eligible executive and academic staff based on years of service and earnings. The expense for these plans is the employer's current year contribution to the plan as calculated in accordance with the plan rules.

Administrative/professional leave
The university provides for executive to accrue a paid leave of absence at the end of their executive appointment. The expense for this plan is actuarially determined using the projected benefit method prorated on service. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

General illness
The cost of providing non-vesting and non-accumulating compensated absences to a maximum of 26 weeks (academic staff) or 120 days (support staff) under the university's general illness plan is charged to expense in full when the event occurs which obligates the university to provide the benefit. The cost of this benefit is actuarially determined using the accumulated benefit method and management's best estimate of the period of employee disability.

(j) Investment in government partnerships

Proportionate consolidation is used to recognize the university's share of the following government partnerships:
- Northern Alberta Clinical Trials and Research Centre (50% interest) - a joint venture with Alberta Health Services to support the shared missions of Alberta Health Services and the university for collaborative clinical research.
- TEC Edmonton (50% interest) - a joint venture with Edmonton Economic Development Corporation to stimulate entrepreneurialism, advance corporate development and accelerate commercialization of new ideas and technologies that benefit society.
- Tri-University Meson Facility (TRIUMF) (7.14% interest) - a joint venture with thirteen other universities to operate a sub-atomic physics research facility.
- Western Canadian Universities Marine Sciences Society (20% interest) - provides research infrastructure in the marine sciences

NOTES TO THE CONSOLIDATED FINANCIAL
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for member universities and the world-wide scientific community.

These government partnerships are not material to the university's consolidated financial statements; therefore, separate condensed financial information is not presented.

**NOTES TO THE CONSOLIDATED FINANCIAL
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2. **Summary of significant accounting policies and reporting practices (continued)**

(k) Expense by function

The university uses the following categories of functions on its consolidated statement of operations:

Learning
Expenses relating to support for the academic functions of the university both directly and indirectly. This function includes expenses incurred by faculties for their scholarly activities and learning administrative services. Other expenses associated with this function include student awards and bursaries, other programs involving teaching and learning, and community service specifically funded by restricted grants and donations.

Research
Expenses for research activities funded by externally sponsored research funds intended for specific research purposes as well as internal funds designated for research related spending. Other expenses associated with this function include costs such as research administration and research related amortization.

Facility operations and maintenance
Expenses relating to maintenance and renewal of facilities that house the teaching, research and administrative activities within the university. These include utilities, facilities administration, building maintenance, custodial services, landscaping and grounds keeping, as well as major repairs and renovations.

Ancillary services
Expenses relating to services and products provided to the university community and to external individuals and organizations. Services include the university bookstore, parking services, utilities and student residences.

(l) Funds and reserves

Certain amounts, as approved by the Board of Governors, are set aside in accumulated surplus for future operating and capital purposes. Transfers to/from funds and reserves are an adjustment to the respective fund when approved.

(m) Future accounting changes

In August 2018, the Public Sector Accounting Board issued PS 3280 Asset retirement obligations. This accounting standard is effective for fiscal years starting on or after April 1, 2021. Asset retirement obligations provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

In November 2018, the Public Sector Accounting Board issued PS 3400 Revenue. This accounting standard is effective for fiscal years starting on or after April 1, 2022. Revenue provides guidance on how to account for and report on revenue, specifically addressing revenue arising from exchange transactions and unilateral transactions.

Management is currently assessing the impact of these new standards on the consolidated financial statements.

3. **Adoption of new accounting standards**

The university has prospectively adopted PS 3430 Restructuring transactions. This accounting standard is effective for fiscal years starting on or after April 1, 2018. Restructuring transactions defines and establishes disclosure standards for restructuring transactions. The adoption of this standard did not affect these consolidated financial statements.

NOTES TO THE CONSOLIDATED FINANCIAL
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4. Cash and cash equivalents

	2019	2018
Cash	$ 1,104	$ 11,697
Money market funds	18,477	62,381
	$ 19,581	$ 74,078

Money market funds also include short-term notes and treasury bills with a maturity less than three months from the date of acquisition.

5. Portfolio investments

	2019	2018
Portfolio investments - non-endowment	$ 1,040,126	$ 872,516
Portfolio investments - restricted for endowments	1,432,304	1,379,534
	$ 2,472,430	$ 2,252,050

The composition of portfolio investments measured at fair value is as follows:

	2019				2018			
	Level 1 [(1)]	Level 2 [(2)]	Level 3 [(3)]	Total	Level 1 [(1)]	Level 2 [(2)]	Level 3 [(3)]	Total
Cash and money market funds	$ 132,503	$ 423,971	$ -	$ 556,474	$ 23,857	$ 531,274	$ 385	$ 555,516
Canadian government and corporate bonds	-	259,280	-	259,280	-	266,520	-	266,520
Foreign government and corporate bonds	-	206,940	657	207,597	-	-	-	-
Canadian equity	289,543	-	-	289,543	304,714	-	-	304,714
Foreign equity	962,214	-	-	962,214	952,767	-	-	952,767
Private equity	-	-	78,415	78,415	-	-	57,661	57,661
Pooled hedge funds	-	30,137	-	30,137	-	30,552	-	30,552
Real estate funds	-	-	87,731	87,731	-	-	83,277	83,277
	1,384,260	920,328	166,803	2,471,391	1,281,338	828,346	141,323	2,251,007
Other at amortized cost				1,039				1,043
	$ 1,384,260	$ 920,328	$ 166,803	$ 2,472,430	$ 1,281,338	$ 828,346	$ 141,323	$ 2,252,050

The fair value measurements are those derived from:
[(1)] Quoted prices in active markets for identical assets.
[(2)] Inputs other than quoted prices included within level 1 that are observable for the assets, either directly (i.e. as prices) or indirectly (i.e. derived from prices).
[(3)] Valuation techniques that include inputs for the assets that are not based on observable market data.

As at March 31, 2019, the average effective yields and the terms to maturity are as follows:
- Money market funds: 2.18% (2018 - 1.49%); term to maturity: less than one year.
- Canadian government, corporate and foreign bonds: 2.54% (2018 - 1.98%); terms to maturity: range from less than one year to more than 10 years.

The changes in fair value of level 3 portfolio investments are as follows:

	2019	2018
Balance, beginning of year	$ 141,323	$ 121,062
Unrealized gains	9,439	6,587
Purchases	40,696	22,760
Proceeds on sale	(24,655)	(9,086)
	$ 166,803	$ 141,323

**NOTES TO THE CONSOLIDATED FINANCIAL
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6. **Derivatives**

Derivative financial instruments are used by the university to manage its commodity exposure with respect to portfolio investments. All outstanding contracts have a remaining term to maturity of less than one year. As at March 31, 2019, the university held commodity futures contracts for settlement between April and October 2019, with a notional amount of $35,522 (2018 - nil). The fair value of outstanding commodity futures contracts receivable is $54 (2018 - nil) and of commodity futures contracts payable is $927 (2018 - nil). The fair value measurement of derivative financial instruments is categorized into level 1 as described in note 5.

7. **Financial risk management**

The university is exposed to the following risks:

Market price risk
Market price risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual security, its issuer or general market factors affecting all securities. To manage this risk, the university has policies and procedures in place governing asset mix, diversification, exposure limits, credit quality and performance measurement. The university's Investment Committee, a subcommittee of the Board of Governors, has the delegated authority for oversight of the university's portfolio investments. The university's management of this risk has not changed from prior year.

The university assesses its portfolio sensitivity to a percentage increase or decrease in the market prices. The sensitivity rate is determined using the historical annualized standard deviation for the total University Endowment Pool over a four year period as determined by the BNY Mellon Asset Servicing Global Risk Solutions consulting report. At March 31, 2019, if market prices had a 6.9% (2018 - 5.1%) increase or decrease, with all other variables held constant, the increase or decrease in accumulated remeasurement gains for the year would be $116,302 (2018 - $82,736).

Foreign currency risk
Foreign currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The university is exposed to foreign exchange risk on portfolio investments that are denominated in foreign currencies. The university does not hedge its foreign currency exposure with currency forward contracts or any other type of derivative financial instruments.

The impact of a change in value of the Canadian dollar against all foreign currencies is as follows:

Currency	Fair Value	2.5% decrease	1.0% decrease	1.0% increase	2.5% increase
Foreign Currency Assets	$ 1,266,257	$ (31,656)	$ (12,663)	$ 12,663	$ 31,656

Credit risk
Counterparty credit risk is the risk of loss arising from the failure of a counterparty, debtor or issuer to fully honor its financial obligations with the university. The university is exposed to credit risk on investments and has established an investment policy with required minimum credit quality standards and issuer limits to manage this risk. The credit risk from accounts receivable is low as the majority of balances are due from government agencies and corporate sponsors.

The distribution of money market funds by risk rating area is as follows:
- Money market funds: R-1(high) 75.3% (2018 - 75.9%); R-1(mid) 24.7% (2018 - 24.1%).
- Bonds: AAA 63.1% (2018 - 86.6%); AA 10.0% (2018 - 11.4%); A 7.3% (2018 - 1.8%); BBB 11.7% (2018 - 0.0%); not
   rated 7.9% (2018 - 0.2%).

Liquidity risk
Liquidity risk is the risk that the university will encounter difficulty in meeting obligations associated with its financial liabilities. The university maintains a portfolio of short-term investments with rolling maturity dates to manage short-term cash requirements. The university maintains a short-term line of credit to ensure that funds are available to meet current and forecasted financial requirements. In 2019, the line of credit was not drawn upon (2018 - not drawn upon).

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7. Financial risk management (continued)

Interest rate risk
Interest rate risk is the risk to the university's earnings that will be affected by the fluctuation and degree of volatility in interest rates. This risk is managed by investment policies that limit the term to maturity of certain fixed income instruments that the university holds. If interest rates increase by 0.25%, and all variables are held constant, the potential loss in fair value to the university would be approximately $4,692 (2018 - $2,995). Interest rate risk on the university's debt is managed through fixed rate agreements with Alberta Capital Finance Authority (note 9).

The maturity and effective market yield of interest bearing investments are as follows:

	< 1 year	1 - 5 years	> 5 years	Average effective market yield
	%	%	%	%
Money market funds	100.0	-	-	2.2
Canadian government, corporate and foreign bonds	10.6	49.0	40.4	2.5

8. Employee future benefit liabilities

	2019			2018		
	Academic staff	Support staff	Total	Academic staff	Support staff	Total
Universities Academic Pension Plan	$ 116,439	$ -	$ 116,439	$ 141,695	$ -	$ 141,695
Long-term disability	9,546	25,855	35,401	7,122	24,441	31,563
Early retirement	-	26,748	26,748	-	26,325	26,325
SRP (defined contribution)	27,301	-	27,301	25,805	-	25,805
SRP (defined benefit)	8,543	-	8,543	7,785	-	7,785
Administrative/professional leave	1,396	-	1,396	2,715	-	2,715
General illness	863	1,083	1,946	1,018	868	1,886
	$ 164,088	$ 53,686	$ 217,774	$ 186,140	$ 51,634	$ 237,774

(a) Defined benefit plans accounted for on a defined benefit basis

Universities Academic Pension Plan (UAPP)
The UAPP is a multi-employer contributory joint defined benefit pension plan for academic staff members. An actuarial valuation of the UAPP was carried out as at December 31, 2016 and was then extrapolated to March 31, 2019, resulting in a UAPP deficit of $996,451 (2018 - $446,722) consisting of a pre-1992 deficit of $827,872 and a post-1991 deficit of $168,579. The university's portion of the UAPP deficit has been allocated based on its percentage of the plan's total employer contributions for the year.

The unfunded deficit for service prior to January 1, 1992 is financed by additional contributions of 1.25% (2018 - 1.25%) of salaries by the Government of Alberta. Employees and employers equally share the balance of the contributions of 2.90% (2018 - 2.90%) of salaries required to eliminate the unfunded deficit by December 31, 2043. The Government of Alberta's obligation for the future additional contributions is $258,570 at March 31, 2019. The unfunded deficit for service after December 31, 1991 is financed by special payments of 4.93% (2018 - 4.93%) of salaries until June 30, 2018, 4.44% (2018 - 4.44%) of salaries until December 31, 2021, 1.71% (2018 - 1.71%) of salaries for 2022 and 2023, 0.70% (2018 - 0.70%) of salaries for 2024 and 2025, and 0.25% (2018 - 0.25%) of salaries for 2026 and 2027, all shared equally between employees and employers.

Long-term disability (LTD) and general illness (GI)
The university provides long-term disability and general illness defined benefits to its academic and support staff. An actuarial valuation of these benefits was carried out as at March 31, 2019. The long-term disability plan provides pension and non-pension benefits after employment, but before the employee's normal retirement date. The general illness plan provides similar benefits but for a maximum of 26 weeks (academic staff) or 120 days (support staff).

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8.   Employee future benefit liabilities (continued)

(a) Defined benefit plans accounted for on a defined benefit basis (continued) Early

retirement
The early retirement benefits for support staff include a bridge benefit (2019 - $19,376; 2018 - $19,209) and a retirement allowance (2019 - $7,372; 2018 - $7,116). An actuarial valuation of these benefits was carried out as at March 31, 2019. The bridge benefit allows eligible employees who retire early to continue participating in several staff benefit programs between the date of early retirement and the end of the month in which the former employee turns 65. Benefits include group life insurance, employee family assistance program, supplementary health care and dental care. The support staff retirement allowance provides eligible employees (those with 20 years of pensionable service at retirement date) one week's base pay per full year of employment to a maximum 25 days pay.

Supplementary retirement plan (SRP)
The university provides a non-contributory defined benefit supplementary retirement benefit to executive. The SRP obligation is calculated based on assumptions, including inflation, which are prescribed each month by the Canadian Institute of Actuaries. An actuarial valuation of these benefits was carried out as at March 31, 2019. The SRP was closed to new members effective June 30, 2014, as part of the approval of the new defined contribution SRP for executives.

Administrative/professional leave (leave)
The university provides for certain executive to accrue a paid leave at the end of their executive appointment. Upon completing their term of service, the individual's salary and benefits in effect at the end of the service are paid for the duration of the leave. The leave obligation is calculated based on assumptions, including inflation, which are prescribed each month by the Canadian Institute of Actuaries, which management has adopted as their best estimate. An actuarial valuation of these benefits was carried out as at March 31, 2019.

The expense and liability of these defined benefit plans are as follows:

	2019				2018			
	UAPP	LTD, GI [1]	Early retirement [1]	SRP, leave [1]	UAPP	LTD,GI [1]	Early retirement [1]	SRP, leave [1]
Expense								
Current service cost	$ 44,499	$ 17,386	$ 964	$ 617	$ 44,080	$ 18,904	$ 845	$ 754
Interest cost, net of earnings	3,714	2,075	1,052	436	7,740	1,897	856	570
Amortization of actuarial (gains) losses	(8,669)	1,519	(163)	171	(3,842)	671	(552)	140
	$ 39,544	$ 20,980	$ 1,853	$ 1,224	$ 47,978	$ 21,472	$ 1,149	$ 1,464
Liability								
Accrued benefit obligation								
Balance, beginning of year	$ 1,201,832	$ 39,380	$ 24,210	$ 10,418	$ 1,147,756	$ 33,766	$ 19,202	$ 14,048
Current service cost	44,499	17,386	964	617	44,080	18,904	845	754
Interest cost	73,098	2,075	1,052	436	69,987	1,897	856	570
Benefits paid	(56,064)	(17,082)	(1,430)	(1,785)	(50,780)	(19,173)	(1,228)	(4,575)
Actuarial losses (gains)	64,047	(3,623)	(5,701)	(122)	(9,211)	3,986	4,535	(379)
Balance, end of year	1,327,412	38,136	19,095	9,564	1,201,832	39,380	24,210	10,418
Plan assets	(1,147,170)	-	-	-	(1,152,028)	-	-	-
Plan deficit	180,242	38,136	19,095	9,564	49,804	39,380	24,210	10,418
Unamortized actuarial (losses) gains	(63,803)	(789)	7,653	375	91,891	(5,931)	2,115	82
Accrued benefit liability	$ 116,439	$ 37,347	$ 26,748	$ 9,939	$ 141,695	$ 33,449	$ 26,325	$ 10,500

[1] The university plans to use its working capital to finance these future obligations.

**NOTES TO THE CONSOLIDATED FINANCIAL
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8. **Employee future benefit liabilities (continued)**

    (a) **Defined benefit plans accounted for on a defined benefit basis (continued)**

The significant actuarial assumptions used to measure the accrued benefit obligation are as follows:

	2019			2018		
	UAPP	**SRP, leave**	**LTD, GI, early retirement**	UAPP	SRP, leave	LTD, GI, early retirement
	%	%	%	%	%	%
Accrued benefit obligation						
Discount rate	**5.6**	**3.9**	**3.9**	6.0	4.3	4.3
Long-term average compensation increase	**3.0**	**3.0**	**3.0**	3.0	3.0	3.0
Benefit cost						
Discount rate	**6.0**	**4.3**	**4.3**	6.0	4.4	4.3
Long-term average compensation increase	**3.0**	**3.0**	**3.0**	3.0	2.0	3.0
Alberta inflation (long-term)	**2.0**	**1.5**	**2.0**	2.0	1.3	2.0
Estimated average remaining service life	**10.6 yrs**	**Note[1]**	**1 - 13 yrs**	10.6 yrs	Note[1]	1 - 13 yrs

[1] SRP actuarial gains and losses are amortized over the remaining contract terms of the participants.

(b) Defined benefit plan accounted for on a defined contribution basis

Public Service Pension Plan (PSPP)
The PSPP is a multi-employer contributory defined benefit pension plan for support staff members. As the university does not have sufficient information to follow the accounting standards for defined benefit plans, it is accounted for on a defined contribution basis. The pension expense recognized in these consolidated financial statements is $29,947 (2018 - $32,915).

An actuarial valuation of the PSPP was carried out as at December 31, 2017 and was then extrapolated to December 31, 2018. At December 31, 2018, the PSPP reported an actuarial surplus of $519,218 (2017 - surplus of $1,275,843). For the year ended December 31, 2018 PSPP reported employer contributions of $337,390 (2017 - $363,748). For the 2018 calendar year, the university's employer contributions were $30,142 (2017 calendar year - $33,572).

(c) Defined contribution plans

Supplementary retirement plans (SRP)
The university provides non-contributory defined contribution supplementary retirement benefits to eligible executive and academic staff members. The expense recognized in these consolidated financial statements is $3,315 (2018 - $4,940).

**NOTES TO THE CONSOLIDATED FINANCIAL
STATEMENTS YEAR ENDED MARCH 31, 2019**
(thousands of dollars)

9. Debt

The following debt is with Alberta Capital Finance Authority and is measured at amortized cost:

	Maturity Date	Interest rate %	2019	2018
Collateral				
Title to land, building	August 2024 - March 2048	2.815 - 6.000	$ **192,842**	$ 199,477
Cash flows from facility	May 2020 - December 2047	4.814 - 6.250	**44,629**	47,126
General Security Agreement	December 2028 - June 2042	2.420 - 3.623	**82,992**	86,850
None	December 2025 - September 2036	2.599 - 5.353	**15,334**	16,853
Balance, end of year			$ **335,797**	$ 350,306

Interest expense on debt recognized in these consolidated financial statements is $12,211 (2018 - $10,538).

Land and buildings pledged as collateral have a net book value of $293,236 (2018 - $296,150).

Principal and interest payments are as follows:

	Principal	Interest	Total
2020	$ 14,703	$ 12,792	$ 27,495
2021	15,337	12,159	27,496
2022	14,491	11,496	25,987
2023	15,092	10,896	25,988
2024	15,719	10,269	25,988
Thereafter	260,455	92,659	353,114
	$ 335,797	$ 150,271	$ 486,068

10. Deferred revenue

	2019			2018
	Unspent externally restricted grants and donations	Student tuition and other revenue	Total	Total
Balance, beginning of year	$ 517,937	$ 30,079	$ 548,016	$ 560,420
Net change for the year				
Grants, donations, endowment spending allocation and tuition	644,361	359,492	1,003,853	952,429
Transfers to spent deferred capital contributions	(58,516)	-	(58,516)	(90,238)
Recognized as revenue	(555,874)	(358,721)	(914,595)	(874,595)
Net change for the year	29,971	771	30,742	(12,404)
Balance, end of year	$ 547,908	$ 30,850	$ 578,758	$ 548,016

NOTES TO THE CONSOLIDATED FINANCIAL
STATEMENTS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

11. Tangible capital assets

	Buildings and utilities	Equipment, furnishings and systems	Learning resources	Land	Total	2018 Total
Cost						
Beginning of year	$ 3,610,860	$ 1,236,996	$ 452,477	$ 84,027	$ 5,384,360	$ 5,330,697
Acquisitions	42,861	57,299	24,406	-	124,566	197,860
Disposals	-	(15,767)	(150)	-	(15,917)	(144,197)
	3,653,721	1,278,528	476,733	84,027	5,493,009	5,384,360
Accumulated amortization						
Beginning of year	1,338,254	977,186	336,891	-	2,652,331	2,619,777
Amortization expense	87,251	63,449	21,306	-	172,006	172,139
Disposals	-	(15,282)	(136)	-	(15,418)	(139,585)
	1,425,505	1,025,353	358,061	-	2,808,919	2,652,331
Net book value, March 31, 2019	$ 2,228,216	$ 253,175	$ 118,672	$ 84,027	$ 2,684,090	$ 2,732,029
Net book value, March 31, 2018	$ 2,272,606	$ 259,810	$ 115,586	$ 84,027	$ 2,732,029	

Included in buildings and utilities is $18,548 (2018 - $149,114) recognized as construction in progress, which is not amortized as the assets are not in service.

Acquisitions include in kind donations in the amount of $3,673 (2018 - $2,697).

The university holds library permanent collections and other permanent collections which include works of art, museum specimens, archival materials and maps. These collections are expensed and therefore are not included in tangible capital assets.

12. Spent deferred capital contributions

Spent deferred capital contributions is comprised of externally restricted grants and donations spent on tangible capital assets, less amortization recognized as revenue.

	2019	2018
Balance, beginning of year	$ 1,900,241	$ 1,921,756
Net change for the year		
Transfers from unspent externally restricted grants and donations	58,516	90,238
Expended capital recognized as revenue	(111,570)	(111,753)
Net change for the year	(53,054)	(21,515)
Balance, end of year	$ 1,847,187	$ 1,900,241

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

13. Net assets

	Unrestricted	Investment in tangible capital assets	Internally restricted	Endowments	Total
Net assets, March 31, 2017	$ (16,066)	$ 584,980	$ -	$ 1,304,254	$ 1,873,168
Annual operating surplus	52,800	-	-	-	52,800
Endowments					
New donations	-	-	-	25,440	25,440
Capitalized investment income	-	-	-	27,740	27,740
Transfer to endowments	(1,699)	-	-	1,699	-
Tangible capital assets					
Acquisitions	(103,063)	103,063	-	-	-
Debt repayment	(12,864)	12,864	-	-	-
Debt - new financing	88,394	(88,394)	-	-	-
Amortization	60,386	(60,386)	-	-	-
Change in accumulated remeasurement gains	6,272	-	-	20,401	26,673
Net assets, March 31, 2018	$ 74,160	$ 552,127	$ -	$ 1,379,534	$ 2,005,821
Annual operating surplus	123,288	-	-	-	123,288
Transfer to internally restricted	(55,051)	-	55,051	-	-
Endowments					
New donations	-	-	-	36,227	36,227
Capitalized investment income	-	-	-	39,236	39,236
Transfer to endowments	(882)	-	-	882	-
Tangible capital assets					
Acquisitions	(65,606)	65,606	-	-	-
Debt repayment	(13,371)	13,371	-	-	-
Debt - new financing	16,837	(16,837)	-	-	-
Amortization	60,436	(60,436)	-	-	-
Change in accumulated remeasurement gains	(1,483)	-	-	(23,575)	(25,058)
Net assets, March 31, 2019	$ 138,328	$ 553,831	$ 55,051	$ 1,432,304	$ 2,179,514
Net assets is comprised of:					
Accumulated surplus	$ 96,448	$ 553,831	$ 55,051	$ 1,223,270	$ 1,928,600
Accumulated remeasurement gains [1]	41,880	-	-	209,034	250,914
	$ 138,328	$ 553,831	$ 55,051	$ 1,432,304	$ 2,179,514

[1] Accumulated remeasurement gains are unrealized gains which are not recognized as revenue until realized.

Internally restricted net assets

Internally restricted net assets represent amounts set aside by the university's Board of Governors for an investment income reserve to ensure that future obligations can be fulfilled in the event of significant investment losses. This amount is not available for other purposes without the approval of the Board and does not have interest allocated to it.

	2019	2018
Investment income reserve	$ 55,051	$ -

**NOTES TO THE CONSOLIDATED FINANCIAL
STATEMENTS YEAR ENDED MARCH 31, 2019**
(thousands of dollars)

14. Contingent assets

The university has initiated a number of insurance claims arising in the normal course of business in which the outcomes may result in assets in the future. While the outcomes of these claims cannot be reasonably estimated at this time, the university believes that any settlement will not have a material effect on the financial position or the results of operations of the university. These contingent assets are not recognized in the consolidated financial statements.

15. Contingent liabilities

(a) The university is a defendant in a number of legal proceedings arising in the normal course of business. While the ultimate outcome and liability of these proceedings cannot be reasonably estimated at this time, the university believes that any settlement will not have a material adverse effect on the financial position or the results of operations of the university. Management has concluded that none of the claims meet the criteria for recognizing a liability.

(b) The university has identified a potential liability related to the existence of asbestos in a number of its facilities. Although not a current health hazard, upon renovation or demolition of these facilities, the university may be required to take appropriate remediation procedures to remove the asbestos. As the university has no legal obligation to remove the asbestos in these facilities as long as the asbestos is contained and does not pose a public health risk, the fair value of the obligation cannot be reasonably estimated due to the indeterminate timing and scope of the removal. The asset retirement obligations for these facilities will be recognized in the period in which there is   certainty that the renovation or demolition project will proceed and there is sufficient information to estimate fair value of the obligation.

16. Contractual rights

Contractual rights are rights of the university to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	Operating leases		Other contracts		Total	
2020	$	2,241	$	1,618	$	3,859
2021		1,698		1,379		3,077
2022		1,362		1,256		2,618
2023		886		1,229		2,115
2024		295		1,185		1,480
Thereafter		418		5,104		5,522
	$	6,900	$	11,771	$	18,671
Total at March 31, 2018	$	6,309	$	12,257	$	18,566

**NOTES TO THE CONSOLIDATED FINANCIAL
STATEMENTS YEAR ENDED MARCH 31, 2019**
(thousands of dollars)

17. Contractual obligations

(a)   The university has contractual obligations that will result in liabilities in the future when the terms of the contracts are met. The estimated aggregate amount payable for the unexpired terms of these contractual obligations are as follows:

	Capital projects	Service contracts	Long-term leases	Total
2020	$ 140,728	$ 99,009	$ 4,408	$ **244,145**
2021	126,569	16,303	3,390	**146,262**
2022	110,263	4,845	2,443	**117,551**
2023	78,750	1,235	1,756	**81,741**
2024	23,827	200	1,598	**25,625**
Thereafter	-	-	2,925	**2,925**
	$ **480,137**	$ **121,592**	$ **16,520**	$ **618,249**
Total at March 31, 2018	$ 230,769	$ 134,325	$ 17,447	$ 382,541

The significant service contracts are as follows:

- In order to manage its exposure to the volatility in the electrical industry, the university has entered into contracts to fix a portion of its electrical cost. The three contracts (2018 - five contracts) with expenditures totaling $16,212 (2018 - $33,683) expire over the next three years.

- Effective August 1, 2015, the university entered into an agreement with an external party for dining and catering services. The agreement has one year remaining with a total estimated cost of $13,867 (2018 - $24,267).

- The university entered into agreements with two external parties for information technology support. The first agreement, effective July 1, 2015 for infrastructure management services, has two years remaining with a cost of $5,625 (2018 - $10,125). The second agreement, effective July 1, 2017 for application management services, has one year remaining with a cost of $812 (2018 - $4,057).

- Effective August 1, 2017, the university entered into an agreement with an external party for custodial services. The agreement has one year remaining with a cost of $3,300 (2018 - $12,960).

(b)   The university is one of 61 members of CURIE, the Canadian Universities Reciprocal Insurance Exchange, a self- insurance reciprocal established to share the insurable property, liability, and errors and omissions risks of member universities. The projected cost of claims against the exchange is based on actuarial projections and is funded through members' premiums. As at December 31, 2018, CURIE had an accumulated surplus of $79,338 (2017 - $81,232), of which the university's pro rata share is approximately 7.34% (2018 - 7.33%). This accumulated surplus is not recognized in the consolidated financial statements.

18. Related parties

The university is a related party to organizations within the Government of Alberta reporting entity. Related parties also include key management personnel, including the Board of Governors, and their close family members. Transactions with these entities and individuals are considered to be in the normal course of operations and are recorded at the exchange amount, which approximates fair value.

The university utilizes space provided by other related parties, mainly with Alberta Health Services. This space is provided at a nominal cost. Due to the unique physical and operating arrangements in place, the specialized nature of the space and the integrated nature of operations, the fair value of these lease arrangements cannot be reasonably determined.

The university has debt with Alberta Capital Finance Authority as described in (note 9).

NOTES TO THE CONSOLIDATED FINANCIAL
STATEMENTS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

19. Budget

The university's 2018-19 budget was approved by the Board of Governors and was presented to the Minister of Advanced Education as part of the university's submission of its 2018-19 Comprehensive Institutional Plan.

20. Government transfers

	2019	2018
Government of Alberta grants		
Advanced Education - Campus Alberta grant	$ **671,283**	$ 640,512
Advanced Education - other grants	**116,303**	112,116
Economic Development and Trade	**66,217**	83,569
Alberta Health Services - Academic Medicine and Health Services Program	**52,668**	45,648
Alberta Health Services - other grants	**5,022**	5,234
Health	**24,928**	22,497
Other departments and agencies	**17,989**	13,716
	954,410	923,292
Expended capital recognized as revenue	**67,238**	67,270
Deferred revenue	**(75,005)**	(35,218)
	$ **946,643**	$ 955,344
Federal and other government grants		
Natural Sciences and Engineering Research Council	$ **52,643**	$ 53,132
Canadian Institutes of Health Research	**35,899**	34,521
Social Sciences and Humanities Research Council	**30,981**	28,044
Canada Foundation for Innovation	**13,843**	10,896
Canada First Research Excellence Fund	**13,090**	9,701
Canada Research Chairs	**12,430**	13,352
Other	**46,458**	37,681
	205,344	187,327
Expended capital recognized as revenue	**18,242**	20,122
Deferred revenue	**(13,686)**	(10,667)
	$ **209,900**	$ 196,782

The university currently holds no funds (2018 - $6,180) on behalf of Government of Alberta agencies and $8,788 (2018 - $3,572) on behalf of federal and other government agencies. These amounts are not recognized in the university's consolidated financial statements.

21. Expense by object

	2019 Budget (Note 19)	2019	2018
Salaries	$ 992,918	$ **942,685**	$ 944,064
Employee benefits	193,909	**184,786**	192,156
Materials, supplies and services	310,552	**276,808**	270,994
Scholarships and bursaries	116,417	**125,476**	120,039
Maintenance and repairs	92,566	**93,620**	125,318
Utilities	55,904	**46,829**	52,214
Amortization of tangible capital assets	181,878	**172,006**	172,139
	$ 1,944,144	$ **1,842,210**	$ 1,876,924

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

22. Salaries and employee benefits

		2019					
	Base salary [5]	Other cash benefits [6]	Non-cash benefits [7]	Non-cash benefits (DB SRP) [8]	Non-cash benefits (DC SRP) [9]	Non-cash benefits (leave) [10]	Total
Governance [1]							
Board of Governors	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Executive							
President	500	170	50	30	47	99	896
Provost and Vice-President (Academic) [11]	415	-	43	-	43	-	501
Vice-President (Research) [2]	367	10	46	-	25	58	506
Vice-President (Facilities and Operations)	370	9	42	-	27	39	487
Vice-President (Finance and Administration)	375	9	52	-	25	41	502
Vice-President (University Relations)	350	9	41	-	26	35	461
Vice-President (Advancement) [3]	305	29	41	-	20	22	417

		2018					
	Base salary [5]	Other cash benefits [6]	Non-cash benefits [7]	Non-cash benefits (DB SRP) [8]	Non-cash benefits (DC SRP) [9]	Non-cash benefits (leave) [10]	Total
Governance [1]							
Board of Governors	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Executive							
President	500	95	50	27	47	97	816
Provost and Vice-President (Academic) [11]	415	-	42	-	28	-	485
Vice-President (Research) [2]	334	-	32	36	12	39	453
Vice-President (Facilities and Operations)	370	9	41	-	14	35	469
Vice-President (Finance and Administration)	375	10	51	-	21	37	494
Vice-President (University Relations) [4]	313	22	40	-	14	23	412
Vice-President (Advancement)	375	9	41	-	26	35	486

[1] The Chair and Members of the Board of Governors receive no remuneration for participation on the Board.

[2] In 2019 and 2018, two individuals held this position. The interim Vice-President (Research) did not participate in any executive benefit programs except the DC SRP.

[3] In 2019, two individuals held this position. The interim Vice-President (Advancement) did not participate in any executive benefit programs except the DC SRP.

[4] The interim Vice-President (University Relations) did not participate in any executive benefit programs until becoming Vice-President (University Relations) in July 2017.

[5] Base salary includes pensionable base pay for all executive.

[6] Other cash benefits include academic executive allowances, salary supplements, performance pay, market supplements, car allowances, mobile allowances and relocation allowances.

[7] Non-cash benefits include the university's share of all employee benefits and contributions or payments made on behalf of employees including pension, group life insurance, employee and family assistance program, critical illness, supplementary health care, short and long-term disability plans, and dental plan. Benefits for some of the executive also include supplemental life insurance and forgivable housing loans.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS YEAR ENDED MARCH 31, 2019
(thousands of dollars)

22. Salaries and employee benefits (continued)

[8] Under the terms of the Defined Benefit Supplementary Retirement Plan (DB SRP), the executive may receive supplemental payments. Retirement arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs shown reflect the total estimated cost to provide supplementary retirement benefits. The DB SRP provides future benefits to participants based on years of service and earnings. The cost of these benefits is actuarially determined using the projected benefit method pro rated on service, a market interest rate, and other assumptions included in the Canadian Institute of Actuaries' lump sum commuted value standard. Net actuarial gains and losses of the benefit obligations are amortized over the remaining terms of the participants' contracts. Current service cost is the actuarial present value of the benefits earned in the current year. The DB SRP was closed to new members effective June 30, 2014.

The DB SRP current service cost and accrued benefit obligation is as follows:

		2018			2019	
	Years of eligible University of Alberta service	Accrued benefit obligation	Service costs	Interest and other costs	Actuarial (gain) loss	Accrued benefit obligation [8b]
President [8a]	3.8	$ 69	$ 26	$ 4	$ -	$ 99

[8a] The DB SRP was closed to new members effective June 30, 2014. However, a portion of the supplementary retirement benefit for the current President is calculated on a defined benefit basis, and the liability will be disclosed on this basis as service is provided.

[8b] The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in (note 8).

[9] Under the terms of the executive Defined Contribution Supplementary Retirement Plan (DC SRP), the executive may receive supplemental payments. Retirement arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs shown reflect the total cost to provide supplementary retirement benefits. The DC SRP provides future benefits to participants based on the value of the contributions at the end of their service. The cost of these benefits is calculated based on pensionable salary multiplied by a factor based on age and service. The DC SRP was introduced effective July 1, 2014, for all executives commencing employment on or after that date.

The DC SRP current service cost and obligation is as follows:

		2018		2019	
	Years of eligible University of Alberta service	DC SRP obligation	Service costs	Interest and investment earnings [9c]	DC SRP obligation
President	3.8	$ 133	$ 46	$ 1	$ 180
Provost and Vice-President (Academic)	3.8	83	42	1	126
Interim Vice-President (Research) [9a]	0.8	12	1	-	13
Vice-President (Research)	0.9	-	23	1	24
Vice-President (Facilities and Operations)	2.6	27	26	1	54
Vice-President (Finance and Administration)	2.4	37	25	-	62
Vice-President (University Relations)	1.8	14	25	1	40
Former Vice-President (Advancement) [9b]	3.2	57	15	(1)	71
Interim Vice-President (Advancement)	0.4	-	6	-	6

[9a] Includes service to April 30, 2018 and the DC SRP obligation shown is at April 30, 2018.

[9b] Includes service to October 31, 2018 and the DC SRP obligation shown is at October 31, 2018.

[9c] Contributions are made on an annual basis at the end of the plan (calendar) year. Interest is paid in lieu of contributions being made every month. Investment earnings are distributed to each plan participant based on the overall return of the plan's investments.

22. Salaries and employee benefits (continued)

[10] The administrative/professional leave (leave) plan current service cost and accrued benefit obligation is as follows:

		2018			2019		
	Years of eligible University of Alberta service	Accrued benefit obligation	Service costs	Interest and other costs	Actuarial (gain) loss	Accrued benefit obligation [10b]	
President	3.8	$ 264	$ 96	$ 3	$ (24)	$ 339
Vice-President (Research)	0.9	-	56	2	1	59
Vice-President (Facilities and Operations)	2.6	60	38	1	3	102
Vice-President (Finance and Administration)	2.4	56	40	1	3	100
Vice-President (University Relations)	1.8	26	34	1	2	63
Former Vice-President (Advancement) [10a]	3.2	94	22	-	(116)	-

[10a] Includes service to October 31, 2018. The former Vice-President (Advancement) resigned prior to the end of the contract term; therefore, no leave amount is payable.

[10b] The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in (note 8).

[11] The Provost and Vice-President (Academic) participates in the administrative leave program available to faculty members in eligible administrative positions. Under that administrative leave program, an individual must apply for and receive approval for a leave; therefore, there is no leave accrual.

23. Approval of financial statements

The consolidated financial statements were approved by the Board of Governors.

24. Comparative figures

Certain comparative figures have been reclassified to conform to the current year presentation.

APPENDIX B: ENROLMENT TABLE

The Advanced Education Annual Reporting Guidelines for 2018-19 state the following:
"Using the Enrolment Plan presented in the institution's CIP, compare the estimated enrolments with the actual enrolment by program for the most recent reporting year. Enrolments are to be presented using Full Load Equivalent (FLE). Provide analysis concerning variances between projected and actual enrolments by program/specialization. In cases of international student enrolment, specifically document variances between projected and actual enrolments by program/specialization, with explanations."

U of A Response:
Enrolment data/information provided in this appendix are drawn from the Provider and Program Registry System (PaPRS) and the Learner Enrolment Registry System (LERS). It is important to note that there is not perfect alignment between the programs listed in PaPRS and those listed in the U of A calendar. There are a number of historical and systems-related reasons for this incongruity, but University staff and staff from Advanced Education are collaborating to create better alignment.

While the table below provides enrolment figures and projections for all programs, as per government guidelines, enrolment targets are provided at a faculty level. In most cases, the university does not manage enrolment to a specific target or quota by program. Rather, enrolment is managed to an overall faculty-level target.

This approach allows individual programs to respond dynamically to changes in demand, supporting the growth and sustainability of emerging areas of study. This also allows students greater flexibility to change programs within the same faculty as they refine their interests and educational goals. Finally, it allows faculties to manage the evolution of their programs.

Student Enrolment

Data as of January 31, 2019

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
Agric, Life & Environ Sciences									
	Undergraduate				1,293.881	1,261.359	1,237	1,237	1,237
		Degree							
			Bachelor of Arts in Environmental Studies						
				Environmental Studies	28.900	38.000			
			Bachelor of Science in Agricultural/Food Business Management						
				Agricultural Business Management	22.700	27.100			
				Agricultural/Food Business Management	5.100	4.600			
				Food Business Management	12.400	10.900			
			Bachelor of Science in Agriculture						
				Agriculture	23.461	15.023			
				Agriculture and Resource Economics	18.700	12.063			
				Animal Science	69.771	67.032			
				Crop Science	34.394	43.720			
				Sustainable Agricultural Systems	23.550	13.738			
			Bachelor of Science in Animal Health						
				Companion Animal Health	149.600	142.600			
				Food Animal Health	20.100	22.000			
				Food Safety and Quality	1.700				
			Bachelor of Science in Environmental and Conservation Sciences						
				Conservation Biology	143.792	138.720			
				Environmental and Conservation Sciences	2.645	5.102			
				Environmental Economics and Policy	31.045	25.363			
				Human Dimensions of Environmental Management	23.420	18.625			
				Land Reclamation	79.281	64.695			
				Northern Systems	14.700	19.300			
				Wildlife and Rangeland Conservation	9.481	13.575			

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
			Bachelor of Science in Fashion Business Management						
				Fashion Business Management		3.900			
			Bachelor of Science in Forest Business Management						
				Forest Business Management	6.765	3.106			
			Bachelor of Science in Forestry						
				Forestry	59.190	56.075			
			Bachelor of Science in Human Ecology						
				Clothing, Textiles and Material Culture	46.414	39.395			
				Family Science	100.228	81.307			
				Human Ecology	1.000	1.563			
			Bachelor of Science in Nutrition and Food Sciences						
				Dietetics	61.513	96.944			
				Food Science and Technology	30.800	27.000			
				Nutrition	31.613	1.970			
				Nutrition and Food	32.003	9.600			
				Nutrition and Food Science	203.296	250.374			
			Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies						
				Human Dimensions in Environmental Management	6.319	7.969			
	Masters and Other GS				384.794	373.801	225	225	225
		Degree							
			Master of Agriculture						
				Agricultural, Food, and Nutritional Science		0.571			
				Renewable Resources	0.715	6.573			
				Rural Economy	1.573	0.857			
			Master of Arts						
				Human Ecology	12.887	11.560			
			Master of Forestry						

University of Alberta Information			Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program		GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
					Renewable Resources	17.096	11.815			
			Master of Science							
					Agricultural, Food, and Nutritional Science	200.115	193.895			
					Human Ecology	20.891	26.113			
					Renewable Resources	97.617	87.017			
					Rural Economy	33.900	35.400			
	PhD					220.308	214.347	215	215	215
		Degree								
			Doctor of Philosophy							
					Agricultural, Food, and Nutritional Science	131.382	127.321			
					Human Ecology	11.665	11.899			
					Renewable Resources	67.761	66.127			
					Rural Economy	9.500	9.000			
Arts										
	Undergraduate					4,801.886	5,184.653	4,871	4,871	Not Available
		Degree								
			Bachelor of Arts							
					Ancient and Medieval History	5.700	11.200			
					Anthropology	118.133	125.900			
					Art and Design	124.667	164.000			
					Art History	21.400	26.200			
					Arts General	835.883	835.182			
					Chinese Language and Literature	1.800	0.400			
					Classics	21.833	29.600			
					Classics/Greek/Latin Combination	1.500	1.300			
					Combined Chinese/Japanese	0.300				
					Combined French/Spanish	5.400	5.100			
					Comparative Literature	12.100	11.700			

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
			Bachelor of Arts in Environmental Studies						
				Environmental Studies	14.700	13.700			
			Bachelor of Design						
				Business/Marketing Route	33.800	22.505			
				Computing Science Route	1.956	5.520			
				Design Engineering Route	19.850	21.770			
				Design General Route	65.471	67.768			
				Printmaking Route	2.464	4.328			
				Social Sciences Route	9.320	8.247			
			Bachelor of Fine Arts in Art and Design						
				Art and Design	78.200	83.500			
			Bachelor of Fine Arts in Drama						
				Acting	32.519	33.150			
				Technical Theatre	28.545	26.695			
				Theatre Design	11.156	10.846			
			Bachelor of Music						
				Composition and Theory	2.637	3.090			
				General Route	48.139	50.828			
				Performance	20.052	19.189			
			Combined Bachelor of Music/Bachelor of Education						
				Music	20.828	24.047			
				Theatre Design	13.474	10.652			
			Bachelor of Music						
				Composition and Theory	1.183	2.728			
				General Route	38.187	53.461			
				Music History					
				Performance	15.504	15.276			
			Combined Bachelor of Music/Bachelor of Education						
				Music	21.758	20.768			

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Music and Secondary Education					
	Masters and Other GS				361.209	367.999	393	393	Not Available
		Degree							
			Combined Master of Arts/Master of Library Information Studies						
				Digital Humanities	11.400	14.400			
			Master of Arts						
				Anthropology	24.700	24.900			
				Digital Humanities		36.160			
				Drama	5.504	6.832			
				East Asian Studies	13.800	15.300			
				Economics	26.011	24.845			
				English and Film Studies	27.834	25.836			
				Gender and Social Justice Studies	11.834	19.332			
				History and Classics	37.164	28.278			
				History of Art, Design and Visual Culture	5.400	3.500			
				Linguistics	1.000	1.500			
				Modern Languages and Cultural Studies	19.325	17.163			
				Music	9.664	6.832			
				Philosophy	12.200	8.333			
				Political Science	25.165	24.162			
				Psychology	2.400	0.700			
				Religious Studies Program	2.700	2.000			
				Sociology	24.327	24.327			
			Master of Arts in Humanities Computing						
				Anthropolgy	1.000	0.200			
				History and Classics	0.600	0.200			
				Humanities Computing	1.300				
				Interdisciplinary Studies	17.800	4.400			

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Library and Information Studies	2.600	0.400			
				Modern Languages and Cultural Studies	1.200	0.400			
				Philosophy	0.700	0.200			
				Religious Studies Program	0.500				
				Sociology	1.000	0.200			
			Master of Design						
				Art and Design	13.000	13.900			
			Master of Fine Arts						
				Art and Design	12.200	12.733			
				Drama	10.100	10.900			
			Master of Music						
				Music	13.284	17.601			
			Master of Science						
				Linguistics	10.162	8.498			
				Psychology	15.335	13.967			
				Psychology	**18.162**	**25.548**			
	PhD				363.314	355.415	449	449	Not Available
		Degree							
			Doctor of Music						
				Music	14.667	13.600			
			Doctor of Philosophy						
				Anthropology	24.500	24.900			
				Art and Design (Dept)	4.400	5.900			
				Comparative Literature Program	6.400	4.000			
				Drama	6.900	8.700			
				Economics	15.000	20.000			
				English and Film Studies	70.900	63.133			
				History and Classics	34.565	34.231			

University of Alberta Information			Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program		GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
					Linguistics	19.800	20.400			
					Modern Languages and Cultural Studies	29.900	30.300			
					Music	16.200	13.300			
					Philosophy	16.100	15.500			
					Political Science	28.000	27.500			
					Psychology	32.267	34.700			
					Religious Studies	9.600	7.733			
					Sociology	34.115	31.518			
Augustana Faculty										
	Undergraduate					931.292	920.339	909	909	Not Available
		Degree								
			Bachelor of Arts (Augustana Faculty)							
					Art	29.347	26.564			
					Arts General	42.850	37.749			
					Biology	6.566	3.600			
					Chemistry	2.400	1.200			
					Drama	10.016	10.383			
					Economics	20.899	21.933			
					English	24.699	24.148			
					Environmental Studies	14.832	15.633			
					History	19.515	20.132			
					Mathematics and Physics	1.500				
					Modern Languages	6.166	6.032			
					Music	6.703	4.817			
					Philosophy and Religion	4.900	6.533			
					Physical Education	71.877	61.659			
					Political Studies	14.766	13.833			
					Psychology	86.899	79.597			

University of Alberta Information				Government of Alberta Information	Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Sociology	18.798	14.866			
			Bachelor of Management in Business Economics (Augustana Faculty)						
				Bachelor of Management in Business Economics	99.148	115.065			
			Bachelor of Music (Augustana Faculty)						
				Comprehensive	6.849	7.327			
				Piano	1.890	1.750			
				Voice	8.676	7.343			
			Bachelor of Science (Augustana Faculty)						
				Biology	122.110	117.845			
				Chemistry	36.766	41.215			
				Computing Science	42.497	56.032			
				Environmental Science	40.566	42.600			
				Mathematics and Physics	24.466	28.581			
				Physical Education	100.725	90.486			
				Psychology	27.599	29.650			
				Science General	37.267	33.766			
Business									
	Undergraduate				1,725.466	1,798.000	1,786	1,786	Not Available
		Degree							
			Bachelor of Commerce						
				Accounting	551.150	552.100			
				Business	79.200	58.100			
				Business Economics and Law	132.150	148.000			
				Business Studies	21.100	14.100			
				East Asian Business Studies	3.400	2.300			
				Entrepreneurship and Innovation		8.300			
				European Business Studies	0.600				
				Finance	488.083	553.200			

University of Alberta Information				Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program		GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Human Resource Management	82.300	70.400			
				International Business	23.000	26.600			
				Management Information Systems	74.183	74.800			
				Marketing	156.100	156.300			
				Operations Management	60.650	67.500			
				Retailing and Service	0.900	1.500			
				Strategic Management and Organization	52.650	64.800			
	Masters and Other GS				534.249	637.581	234	234	Not Available
		Degree							
			Combined Master of Business Administration/Juris Doctor						
				Business-MBA	8.514	7.316			
			Combined Master of Business Administration/Master of Agriculture						
				Business-MBA	0.602	0.802			
			Combined Master of Business Administration/Master of Engineering						
				Business-MBA	3.659	6.524			
			Doctor of Philosophy						
				Business PhD	0.700	0.200			
			Executive Master of Business Administration						
				Business-MBA	75.441	98.466			
			Master of Accounting						
				Accounting	20.500	37.000			
			Master of Business Administration						
				Business-MBA	234.801	243.765			
				FastTrack MBA	40.692	25.760			
			Master of Financial Management						
				Financial Management	145.840	215.748			
		Certificate							

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
			Post Master's Certificate						
					3.500	2.000			
	PhD				48.600	50.200	60	60	Not Available
		Degree							
			Doctor of Philosophy						
				Business PhD	48.600	50.200			
Education									
	Undergraduate				2,626.485	2,709.450	2,561	2,561	Not Available
		Degree							
			Bachelor of Arts in Drama/Bachelor of Education Secondary						
				Drama	11.100	9.000			
				Drama Education		4.500			
			Bachelor of Education Elementary						
				Elementary Education	1,237.066	1,347.700			
			Bachelor of Education Secondary						
				Art	51.600	54.600			
				Biological Sciences Education	151.533	132.600			
				Chemistry Education	47.100	55.800			
				CTS: Business, Administration and Finance	3.400	3.300			
				CTS: Computer Science	47.000	47.800			
				CTS: Human Sciences	57.400	46.600			
				CTS: Natural Resources		1.300			
				CTS: Recreation		0.100			
				Drama Education	28.400	26.300			
				English Language Arts	205.087	207.350			
				General Science	69.200	58.400			
				Mathematics Education	131.300	153.750			
				Music Education	25.000	27.700			

University of Alberta Information			Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program		GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Physical Education	58.800	53.300			
				Physical Sciences Education	17.600	18.100			
				Physics Education	41.600	28.200			
				Second Language - Cree		0.600			
				Second Language - French	34.500	35.300			
				Second Language - German	5.733	3.400			
				Second Language - Italian	1.800	0.300			
				Second Language - Japanese	12.100	10.800			
				Second Language - Spanish	25.400	21.800			
				Second Languages - Other	1.500	0.600			
				Social Studies	249.150	251.400			
			Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies						
				Elementary Education	1.100	1.000			
				Native Studies	1.000	0.400			
				Native Studies and Elementary Education	1.300	3.800			
			Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies						
				Art	0.900	0.200			
				Physical Education	0.800	1.400			
				Second Language - Cree	1.100	2.400			
				Social Studies	1.700	2.600			
			Combined Bachelor of Education Elementary/Bachelor of Kinesiology						
				Generalist	3.500	7.100			
				Physical Educ and Elementary Educ	2.900	3.100			
			Combined Bachelor of Education Secondary/Bachelor of Kinesiology						
				Physical Education and Health	32.000	28.400			
				Physical Education and Secondary Education		9.300			
			Combined Bachelor of Education/Bachelor of Music						

University of Alberta Information				Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization		2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Music		8.500	5.300			
				Music and Secondary Education			4.800			
				Music Education		2.366				
			Combined Bachelor of Education/Bachelor of Science							
				Biological Sciences Education		7.650	9.650			
				Chemistry Education			0.700			
				Mathematical Sciences Education		1.000	2.000			
				Mathematics Education		1.300	1.300			
				Physical Sciences Education		4.200	4.500			
				Science & Education - Secondary Rt		7.800	2.400			
			Combined Bachelor of Education/Bachelor of Science in Human Ecology							
				Career and Technology Studies: Human Ecology		2.800				
				Human Ecology and Education		0.800				
				Human Ecology Concentration		3.600	2.000			
		Diploma								
			Diploma in Education				1.200			
				Educational Psychology		3.400	2.400			
				Elementary Education		1.200	4.100			
				Secondary Education		11.200	2.600			
		Certificate								
			Early Childhood Education							
				Early Childhood Education		11.000	7.400			
	Masters and Other GS					413.845	434.295	409	409	Not Available
		Degree								
			Master of Education							
				Educational Policy Studies		54.483	56.912			
				Educational Psychology		94.648	96.221			
				Educational Studies		47.476	60.489			

University of Alberta Information				Government of Alberta Information	Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Elementary Education	46.914	52.903			
				Health Sciences Education	12.852	14.710			
				Secondary Education	25.740	28.740			
			Master of Library & Information Studies (Crse)			12.852			
				Library and Information Studies	131.732	124.320			
	PhD				224.040	228.570	349	349	Not Available
		Degree							
			Doctor of Education						
				Educational Policy Studies	2.900	3.600			
				Elementary Education	1.000	1.000			
				Secondary Education	5.800	3.400			
			Doctor of Philosophy						
				Educational Policy Studies	47.100	44.400			
				Educational Psychology	87.440	94.970			
				Elementary Education	24.500	23.800			
				Secondary Education	55.300	57.400			
Engineering									
	Undergraduate				4,267.204	4,328.728	4,400	4,400	Not Available
		Degree							
			Bachelor of Science in Chemical Engineering						
				Chemical Engineering	173.630	145.458			
			Bachelor of Science in Chemical Engineering - Process Control						
				Chemical Engineering - Process Control	30.183	30.396			
			Bachelor of Science in Chemical Engineering Co-op						
				Chemical Engineering Co-op	253.235	224.103			
			Bachelor of Science in Chemical Engineering- Process Control Co-op						
				Chemical Engineering - Process Control Co-op	28.702	28.995			

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
			Bachelor of Science in Civil Engineering						
				Civil Engineering	191.460	187.334			
			Bachelor of Science in Civil Engineering - Co-op						
				Civil Engineering Co-op	346.029	332.137			
			Bachelor of Science in Civil Engineering - Environmental Engineering						
				Environmental Engineering	54.022	53.956			
			Bachelor of Science in Civil Engineering - Environmental Engineering Co-op						
				Environmental Engineering Co-op	64.100	81.494			
			Bachelor of Science in Computer Engineering						
				Computer Engineering	70.955	64.909			
			Bachelor of Science in Computer Engineering - Software Engineering						
				Computer Engineering - Software Engineering	2.349	0.351			
			Bachelor of Science in Computer Engineering Co-op						
				Computer Engineering Co-op	73.131	87.872			
			Bachelor of Science in Computer Engineering- Software Co-op						
				Computer Engineering - Software Engineering Co-op	101.370	125.458			
			Bachelor of Science in Electrical Engineering						
				Electrical Engineering	269.763	259.445			
			Bachelor of Science in Electrical Engineering - Co-op						
				Electrical Engineering Co-op	166.298	196.432			
			Bachelor of Science in Engineering						
				Engineering General	1,048.080	1,150.457			
			Bachelor of Science in Engineering Physics						
				Engineering Physics	71.712	95.318			
			Bachelor of Science in Materials Engineering						
				Materials Engineering	42.017	41.538			
			Bachelor of Science in Materials Engineering Co-op						

University of Alberta Information			Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program		GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
					Materials Engineering Co-op	56.122	59.169			
			Bachelor of Science in Mechanical Engineering							
					Mechanical Engineering	334.864	325.867			
			Bachelor of Science in Mechanical Engineering Co-op							
					Mechanical Engineering Co-op	636.567	624.871			
			Bachelor of Science in Mining Engineering							
					Mining Engineering	11.850	20.576			
			Bachelor of Science in Mining Engineering Co-op							
					Mining Engineering Co-op	93.047	84.268			
			Bachelor of Science in Petroleum Engineering							
					Petroleum Engineering	91.865	71.108			
			Bachelor of Science in Petroleum Engineering Co-op							
					Petroleum Engineering Co-op	55.853	37.216			
	Masters and Other GS					729.216	801.780	708	708	Not Available
		Degree								
			Master of Engineering							
					Chemical and Materials Engineering	26.219	36.219			
					Civil and Environmental Engineering	95.415	103.456			
					Electrical and Computer Engineering	46.987	75.668			
					Mechanical Engineering	21.435	27.318			
			Master of Science							
					Chemical and Materials Engineering	127.069	119.746			
					Civil and Environmental Engineering	170.423	181.774			
					Electrical and Computer Engineering	89.814	96.764			
					Mechanical Engineering	151.854	160.835			
	PhD					684.960	716.794	612	612	Not Available

University of Alberta Information		Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
		Degree							
			Doctor of Philosophy						
				Chemical and Materials Engineering	165.596	170.975			
				Civil and Environmental Engineering	209.682	228.501			
				Electrical and Computer Engineering	199.341	193.578			
				Mechanical Engineering	110.341	123.740			
Extension									
	Masters and Other GS				46.620	51.063	30	30	Not Available
		Degree							
			Master of Arts						
				Communications and Technology	46.620	51.063			
Faculté Saint-Jean									
	Undergraduate				632.633	703.332	554	554	Not Available
		Degree							
			Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sci						
				La biologie de la conservation	0.800				
			Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce						
				Accounting	3.500	1.700			
				Business Bilingual	1.500	1.273			
				Business Economics and Law	0.900				
				Finances	3.400	2.719			
				Gestion des ressources humaines	0.400				
				International Business		1.800			
				Marketing	1.000				
			Baccalaureat en Education Elementaire						
				Generaliste	168.500	216.000			

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
			Baccalaureat en Education Secondaire						
				Enseignement de Musique	9.100	7.200			
				Enseignement des Mathematiques	26.700	25.400			
				Etudes sociales	51.400	45.600			
				Langue seconde-Francais	29.400	39.000			
				Sciences generales	11.700	18.600			
			Baccalaureat es arts						
				Arts generales	21.000	20.600			
				Economie	15.000	15.100			
				Etudes canadiennes	0.500	0.800			
				Etudes interdisciplinaires	0.800	1.700			
				Francais-langue	11.100	9.100			
				Francais-litterature	1.800	1.500			
				Psychologie (Arts)	31.600	35.500			
				Science politique	14.400	14.400			
				Sociologie	10.600	11.600			
			Baccalaureat es sciences						
				Biologie	1.400	0.400			
				Chimie	22.550	26.650			
				Mathematiques	7.000	6.300			
				Physique	6.400	3.700			
				Psychologie	10.700	15.850			
				Sciences biologiques	102.833	102.600			
				Sciences mathematiques	5.300	4.500			
				Sciences physiques	6.750	9.100			
			Combined Baccalaureat en Education Secondaire/Bachelor of Science						
				Sciences biologiques	16.900	17.100			
				Sciences mathematiques	5.900	5.100			
				Sciences physiques	5.300	8.200			

University of Alberta Information		Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
		Diploma							
			Gestion touristique						
				Gestion touristique	5.800	3.600			
			Techniques d'administration des affaires (TAA)						
				TAA Comtabilite	0.300	0.700			
				TAA Finance	0.400	6.300			
				TAA General	19.000	19.200			
				TAA Management	1.000	0.400			
		Certificate							
			Health Care Aide - Préposé aux soins de santé						
				Health Care Aide - Préposé aux soins de santé		4.040			
	Masters and Other GS				21.879	20.291	28	28	Not Available
		Degree							
			Maitrise en arts (Faculte Saint-Jean)						
				Etudes canadiennes		10.996			
			Master of Education						
				Sciences de l education	21.879	9.295			
Faculty of Native Studies									
	Undergraduate				148.862	161.156	130	130	Not Available
		Degree							
			Bachelor of Arts in Native Studies						
				Native Studies	103.000	96.600			
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary)						
				Native Studies	0.800	0.700			
				Native Studies and Elementary Education	16.200	25.100			
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary)						
				Native Studies	1.100	1.300			

University of Alberta Information					Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Native Studies and Secondary Education	16.300	22.400			
				Second Language-Cree	5.000	4.600			
			Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences						
				Human Dimensions in Environmental Management	6.162	9.856			
		Certificate	Aboriginal Governance and Partnership						
				Aboriginal Governance and Partnership	0.300	0.600			
	Masters and Other GS				13.900	11.600	8	8	Not Available
		Degree							
			Master of Arts in Native Studies						
				Native Studies	13.900	11.600			
	PhD				3.100	10.500	0	0	Not Available
		Degree							
			Doctor of Philosophy						
				Indigenous Studies	3.100	10.500			
Graduate Studies and Research									
	Masters and Other GS				0	0.528	0	0	Not Available
		Degree							
			Master of Science						
				Graduate Studies and Research General		0.528			
	PhD								
		Degree							
			Doctor of Philosophy						
				Agricultural, Food, and Nutritional Science		2.801			
Kinesiology, Sport, & Rec									

University of Alberta Information		Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
	Undergraduate				868.152	908.433	830	830	Not Available
		Degree							
			Bachelor of Arts in Recreation, Sport and Tourism						
				Recreation, Sport and Tourism	129.133	138.600			
			Bachelor of Kinesiology						
				Adapted Physical Activity	81.500	106.300			
				Individualized Concentration	8.200	3.500			
				Physical Activity and Health	135.400	162.300			
				Physical Education and Health	0.800	0.700			
				Physical Education and Recreation General	17.700	10.700			
				Sport Coaching	11.600	7.700			
				Sport Performance	155.400	148.433			
			Bachelor of Science in Kinesiology						
				Kinesiology	245.900	245.500			
			Combined Bachelor of Kinesiology/Bachelor of Education Elementary						
				Generalist	22.933	22.600			
			Combined Bachelor of Kinesiology/Bachelor of Education Secondary						
				Physical Education and Secondary Education	59.586	62.100			
	Masters and Other GS				78.759	80.118	55	55	Not Available
		Degree							
			Master of Arts						
				Kinesiology, Sport and Recreation	38.599	40.323			
			Master of Coaching						
				Kinesiology, Sport and Recreation	14.200	14.200			
			Master of Science						
				Kinesiology, Sport and Recreation	19.300	20.100			
		Certificate							

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
			Post-Baccalaureate Certificate						
				Indigenous Sport and Recreation	6.660	5.495			
	PhD				52.500	47.433	56	56	Not Available
		Degree							
			Doctor of Philosophy						
				Kinesiology, Sport and Recreation	52.500	47.433			
Law									
	Undergraduate				559.616	574.956	525	525	Not Available
		Degree							
			Combined Juris Doctor/ Master of Business Administration						
				Law	0.800	1.800			
			Juris Doctor						
				Juris Doctor	558.816	573.156			
	Masters and Other GS				3.100	4.800	4	4	Not Available
		Degree							
			Master of Laws						
				Law	3.100	4.800			
	PhD				5.900	3.900	8	8	Not Available
		Degree							
			Doctor of Philosophy						
				Law	5.900	3.900			
Medicine and Dentistry									
	Undergraduate				2,111.567	2,101.583	1,040	1,040	Not Available
		Degree							
			Bachelor of Science in Dental Hygiene						
				Dental Hygiene	76.623	106.700			
			Bachelor of Science in Medical Laboratory Science						

University of Alberta Information			Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
				Medical Laboratory Science	78.834	78.700			
			Bachelor of Science in Radiation Therapy						
				Radiation Therapy	34.814	29.800			
			Combined Doctor of Medicine/Doctor of Philosophy						
				Medicine	2.945	7.039			
			Doctor of Dental Surgery						
				Dental Surgery	162.869	169.374			
			Doctor of Medicine						
				Medicine	691.427	700.970			
		Diploma							
			Diploma in Dental Hygiene						
				Dental Hygiene	40.055				
		Certificate							
			Certificate in Dentistry						
				Dentistry Specialty	6.000	6.000			
			Certificate in Medicine						
				Medicine Speciality	1,018.000	1,003.000			
	Masters and Other GS				358.071	376.804	259	259	Not Available
		Degree							
			Master of Science						
				Biochemistry	22.606	21.740			
				Biomedical Engineering	14.000	14.966			
				Cell Biology	4.900	4.567			
				Medical Microbiology and Immunology	13.500	12.600			
				Medical Sciences	150.620	171.504			
				Medicine	43.533	43.167			
				Neuroscience	23.200	22.800			
				Oncology	23.999	24.233			

University of Alberta Information				Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	**Career Level Group**	**GOA Credential**	**GoA Program**	**GoA Specialization**		**2017-18 Actual FLE**	**2018-19 Preliminary FLE**	**2019-20 FLE Target**	**2020-21 FLE Target**	**2021-22 FLE Target**
				Pharmacology		14.100	14.300			
				Physiology		13.900	13.600			
				Psychiatry		8.000	8.900			
				Surgery		25.713	24.427			
	PhD					308.215	287.652	279	279	Not Available
		Degree								
			Combined Doctor of Philosophy/Doctor of Medicine							
				Biochemistry		1.000	0.200			
				Medical Microbiology and Immunology		1.000	1.000			
				Medical Sciences			0.666			
				Neuroscience		0.600	1.600			
				Oncology		1.000	1.000			
				Pharmacology		1.000	1.000			
				Surgery			1.000			
			Doctor of Philosophy							
				Agricultural, Food, and Nutritional Science		38.000	37.400			
				Biochemistry		33.200	32.802			
				Biomedical Engineering		9.400	11.000			
				Cell Biology		15.100	11.900			
				Medical Microbiology and Immunology		26.800	24.350			
				Medical Sciences		70.367	59.468			
				Neuroscience		21.400	22.700			
				Oncology		27.767	23.600			
				Pharmacology		12.900	10.500			
				Physiology		20.100	19.900			
				Psychiatry		8.600	7.900			
				Surgery		19.981	19.666			
Nursing										

University of Alberta Information			Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization		2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
	Undergraduate					1,264.595	1,275.669	1,354	1,354	Not Available
		Degree								
			Bachelor of Science in Nursing							
				Nursing		940.532	894.653			
				Nursing - After Degree		263.042	306.158			
			Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue)							
				Nursing		61.021	74.858			
	Masters and Other GS					44.681	59.844	84	84	Not Available
		Degree								
			Master of Nursing							
				Nursing		44.681	59.844			
	PhD					61.627	62.100	84	84	Not Available
		Degree								
			Doctor of Philosophy								
				Nursing		61.627	62.100			
Open Studies										
	Undergraduate					635.632	690.767	533	533	Not Available
		Non-Credential								
			Open Studies							
				Fresh Start		161.500	174.700			
				Open Studies		404.432	441.167			
				Transition Year Program		41.500	46.000			
				Visiting Student Certificate Program		28.200	28.900			
Pharmacy										
	Undergraduate					532.261	561.690	467	467	Not Available
		Degree								

University of Alberta Information			Government of Alberta Information		Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
			Bachelor of Science in Pharmacy						
				Pharmacy	422.673	300.094			
			Doctor of Pharmacy (PharmD)						
				Bridging Program for BSc in Pharamacy Students	76.545	99.229			
				Doctor of Pharmacy (PharmD)		123.795			
				Doctor of Pharmacy for Practicing Pharmacists	33.043	38.572			
	Masters and Other GS				22.242	20.803	15	15	Not Available
		Degree							
			Master of Science						
				Pharmacy and Pharmaceutical Sciences	22.242	20.803			
	PhD				23.369	23.918	31	31	Not Available
		Degree							
			Doctor of Philosophy						
				Pharmacy and Pharmaceutical Sciences	23.369	23.918			
Public Health									
	Masters and Other GS				144.442	166.038	147	147	Not Available
		Degree							
			Master of Public Health						
				Public Health Sciences	83.709	101.708			
			Master of Science						
				Health Promotion	0.600	0.800			
				Public Health Sciences	60.133	63.530			
	PhD				50.466	47.135	30	30	Not Available
		Degree							
			Doctor of Philosophy						
				Public Health Sciences	50.466	47.135			

University of Alberta Information		Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
Rehabilitation Medicine									
	Undergraduate				1.314	0.704	0	0	Not Available
		Degree							
			Bachelor of Science in Occupational Therapy						
				Occupational Therapy	0.792	0.528			
				Rehabilitation Medicine	0.522	0.176			
	Masters and Other GS				887.348	855.795	835	835	Not Available
		Degree							
			Master of Science						
				Rehabilitation Medicine	37.866	30.767			
				Speech Pathology and Audiology	18.601	14.117			
			Master of Science in Occupational Therapy						
				Occupational Therapy	326.230	293.477			
			Master of Science in Physical Therapy						
				Physical Therapy	326.824	336.469			
			Master of Science in Speech Language Pathology						
				Speech Pathology and Audiology	140.984	142.568			
		Certificate							
			Post-Baccalaureate Certificate						
				Bridging to Canadian Physical Therapy Practice	6.116	6.390			
				Pain Management	12.191	13.303			
				Sexual Health	13.860	13.527			
				Stroke Rehabilitation	2.672	4.175			
			Post-Master's Certificate						
				Francophone Practice for Speech Language Pathologists (SLP)	2.004	1.002			
	PhD				44.600	49.818	32	32	Not Available
		Degree							

University of Alberta Information			Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization		2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
			Doctor of Philosophy							
				Rehabilitation Medicine		38.700	40.167			
			Master of Science in Physical Therapy							
				Physical Therapy			2.067			
			Master of Science in Speech Language Pathology							
				Speech Pathology and Audiology		5.900	7.584			
Science										
	Undergraduate					5,603.263	5,649.545	5,528	5,528	Not Available
		Degree								
			Bachelor of Science							
				Animal Biology		50.500	33.100			
				Applied Mathematics		22.300	43.206			
				Atmospheric Sciences		8.100	9.100			
				Biochemistry		155.500	162.100			
				Biological Sciences		1,501.615	1,348.182			
				Cell Biology		37.000	47.100			
				Chemistry		349.337	347.183			
				Computing Science		876.758	1,032.318			
				Earth Sciences		125.800	95.999			
				Ecology, Evolution and Environmental Biology		29.600	35.400			
				Evolutionary Biology		10.600	7.650			
				Geology		59.200	42.300			
				Geophysics		25.333	12.900			
				Immunology		182.800	198.350			
				Integrative Physiology			36.200			
				Mathematical Physics		12.800	18.350			
				Mathematical Sciences		1.600				
				Mathematics		250.266	225.133			

University of Alberta Information			Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program		GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
					Mathematics and Finance	47.900	47.500			
					Mathematics/Economics	48.100	39.900			
					Molecular, Cellular and Developmental Biology		34.500			
					Neuroscience	151.100	171.800			
					Pharmacology	151.000	160.233			
					Physical Sciences	32.500	22.400			
					Physics	172.600	155.400			
					Physiology	115.200	163.104			
					Planning	12.600	9.600			
					Psychology	522.054	548.371			
					Science General	555.200	485.466			
					Statistics	76.300	91.400			
			Combined Bachelor of Science/Bachelor of Education (Secondary)							
					Biological Sciences	17.100	19.600			
					Physical Sciences	2.500	5.700			
	Masters and Other GS					695.678	782.110	517	517	Not Available
		Degree								
			Master of Arts							
					Earth and Atmospheric Sciences	7.300	9.400			
			Master of Science							
					Biological Sciences	117.197	125.831			
					Chemistry	46.530	55.917			
					Computing Science	221.784	273.266			
					Earth and Atmospheric Sciences	129.639	151.439			
					Integrated Petroleum Geosciences	24.625	14.875			
					Internetworking	30.669	31.005			
					Mathematical and Statistical Sciences	55.134	54.377			
					Physics	62.800	66.000			

University of Alberta Information		Government of Alberta Information			Student Enrolment, Full-Load Equivalent (FLE)				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 FLE Target	2020-21 FLE Target	2021-22 FLE Target
	PhD				547.374	543.785	563	563	Not Available
		Degree							
			Combined Doctor of Philosophy/Doctor of Medicine						
				Biological Sciences	1.000	0.200			
			Doctor of Philosophy						
				Biological Sciences	91.000	89.099			
				Chemistry	152.776	150.323			
				Computing Science	74.700	83.200			
				Earth and Atmospheric Sciences	73.900	66.000			
				Mathematical and Statistical Sciences	67.198	70.763			
				Physics	86.800	84.200			
Grand Total					35,382.515	36,535.287			

International Student Enrolment

Data as of January 31, 2019

Government of Alberta Information		International Student Enrolment Full-Load Equivalent (FLE)					Share of International Students (% of all students) Full-Load Equivalent (FLE)			
GOA Credential	GOA Program	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target
Degree	Bachelor of Arts	1,093.800	1,103	1,103	1,103	1,103	23%	23%	23%	23%
Degree	Bachelor of Arts in Environmental Studies	19.300	22	22	22	22	41%	41%	41%	41%
Degree	Bachelor of Commerce	388.600	441	441	441	441	25%	25%	25%	25%
Degree	Bachelor of Management in Business Economics (Augustana Faculty)	38.333	53	53	53	53	46%	46%	46%	46%
Degree	Bachelor of Science	1,056.352	1,183	1,183	1,183	1,183	21%	21%	21%	21%
Degree	Bachelor of Science in Agricultural/Food Business Management	29.200	31	31	31	31	73%	73%	73%	73%
Degree	Bachelor of Science in Agriculture	38.013	32	32	32	32	21%	21%	21%	21%
Degree	Bachelor of Science in Chemical Engineering	58.179	41	41	41	41	28%	28%	28%	28%
Degree	Bachelor of Science in Chemical Engineering - Process Control	13.255	7	7	7	7	23%	23%	23%	23%
Degree	Bachelor of Science in Civil Engineering	54.943	40	40	40	40	22%	22%	22%	22%
Degree	Bachelor of Science in Civil Engineering - Environmental Engineering	7.362	11	11	11	11	20%	20%	20%	20%
Degree	Bachelor of Science in Computer Engineering	20.940	26	26	26	26	40%	40%	40%	40%
Degree	Bachelor of Science in Electrical Engineering	80.830	84	84	84	84	32%	32%	32%	32%
Degree	Bachelor of Science in Electrical Engineering - Co-op	16.952	31	31	31	31	16%	16%	16%	16%
Degree	Bachelor of Science in Engineering	295.935	366	366	366	366	32%	32%	32%	32%
Degree	Bachelor of Science in Forest Business Management	1.506	1	1	1	1	25%	25%	25%	25%
Degree	Bachelor of Science in Materials Engineering	6.138	7	7	7	7	17%	17%	17%	17%
Degree	Bachelor of Science in Mechanical Engineering	80.492	74	74	74	74	23%	23%	23%	23%
Degree	Bachelor of Science in Mining Engineering	4.098	6	6	6	6	31%	31%	31%	31%
Degree	Bachelor of Science in Nutrition and Food Sciences	108.597	124	124	124	124	32%	32%	32%	32%
Degree	Bachelor of Science in Occupational Therapy	0.792	0	-	-	-	56%	56%	56%	56%
Degree	Bachelor of Science in Petroleum Engineering	50.666	36	36	36	36	50%	50%	50%	50%
Degree	Bachelor of Science in Petroleum Engineering Co-op	7.024	8	8	8	8	20%	20%	20%	20%

Government of Alberta Information		International Student Enrolment Full-Load Equivalent (FLE)					Share of International Students (% of all students) Full-Load Equivalent (FLE)			
GOA Credential	GOA Program	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target
Degree	Combined Master of Business Administration/Master of Engineering		1	1	1	1	16%	16%	16%	16%
Degree	Doctor of Music	5.367	5	5	5	5	39%	39%	39%	39%
Degree	Doctor of Philosophy	1,339.797	1,370	1,370	1,370	1,370	53%	53%	53%	53%
Degree	Master of Accounting	3.333	7	7	7	7	18%	18%	18%	18%
Degree	Master of Agriculture	1.573	6	6	6	6	78%	78%	78%	78%
Degree	Master of Arts	93.420	114	114	114	114	30%	30%	30%	30%
Degree	Master of Arts in Humanities Computing	9.200	2	2	2	2	40%	40%	40%	40%
Degree	Master of Business Administration	55.478	85	85	85	85	32%	32%	32%	32%
Degree	Master of Design	7.300	10	10	10	10	75%	75%	75%	75%
Degree	Master of Engineering	98.939	175	175	175	175	72%	72%	72%	72%
Degree	Master of Financial Management	145.840	216	216	216	216	100%	100%	100%	100%
Degree	Master of Fine Arts	4.900	5	5	5	5	21%	21%	21%	21%
Degree	Master of Forestry	7.955	4	4	4	4	31%	31%	31%	31%
Degree	Master of Laws	0.200	2	2	2	2	33%	33%	33%	33%
Degree	Master of Music	1.650	3	3	3	3	16%	16%	16%	16%
Degree	Master of Nursing	6.168	11	11	11	11	19%	19%	19%	19%
Degree	Master of Science	936.337	999	999	999	999	45%	45%	45%	45%
Diploma	Techniques d'administration des affaires (TAA)	10.100	13	13	13	13	48%	48%	48%	48%
Certificate	Health Care Aide - Préposé aux soins de santé		1	1	1	1	19%	19%	19%	19%
Non-Credential	Open Studies	126.700	133	133	133	133	19%	19%	19%	19%

Annual Report Guidelines

Updated: November, 2018

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Annual Report Guidelines

INTRODUCTION

The Alberta Post-Secondary Institutions Annual Report Guidelines are intended to assist publicly funded post-secondary institutions in preparing their 2018/19 annual report. The guidelines identify the information institutions are required to provide in the annual report. Institutions may choose to include additional information to provide a more comprehensive picture of their achievements in the year on which they are reporting. The guidelines also outline the process institutions should follow in submitting their annual report.

Institutions are expected to use their Annual Report to report on the first year (2018/19) of their 2018/2019 – 2020/2021 Comprehensive Institutional Plan (CIP).

CONTEXT

The *Post-Secondary Learning Act* requires that public institutions submit to the Minister of Advanced Education (the Minister) an annual report that includes their audited financial statements, as well as any other information required by the Minister. The submission of public institution annual reports and CIPs is also part of the accountability process provided for in the *Fiscal Planning and Transparency Act*.

In addition, the Minister requires that independent academic institutions approved to offer degree programs in Alberta and receiving program operations grants from government, submit an annual report that includes their audited financial statements, as well as any other information requested by the Minister.

All institutions receiving Campus Alberta Grants are required to submit to the Minister an annual report, including audited financial statements as per Schedule A of the grant funding agreement.

PURPOSE OF THE ANNUAL REPORT

Post-secondary institution annual reports facilitate accountability to government and other stakeholders by relating the institution's actual performance to the goals, expected outcomes and performance measures identified in its CIP. Annual reports provide a vehicle for institutions to communicate the progress they have achieved during the year (in relation to their CIP) with respect to strategic, program, financial and campus development goals and to identify factors that may have affected their performance. The annual report is an integrated document that ties together the activities of the year in reporting on the programming, research, and operational activities and initiatives undertaken, and provides information that explains the variances between actual accomplishments and planned and projected initiatives identified in the institution's CIP.

ALBERTA ADVANCED EDUCATION USE OF ANNUAL REPORTS

Alberta Advanced Education reviews the institution's annual report for accountability purposes in the context of the goals, expected outcomes and performance measures outlined in the CIP for the same year and the institution's progress towards its goals. The Ministry also uses annual reports in monitoring compliance with legislation and government/Ministry policies.

The information contained in annual reports contributes to the department's understanding of institutions' achievements, as well as the challenges faced and the progress of Alberta's publicly funded institutions. This understanding contributes to informing department planning for the advanced education system.

Following review of the annual report, two letters will be sent out. The Executive Director will provide comments and feedback on the document to the Provost/VP Academic. The Minister will send a separate letter to the Board that will focus on governance and research items arising from the review. The letter from the Minister will include a carbon copy to the President of the institution and to the Minister of Economic Development and Trade, if applicable. In addition, department staff will follow up with institution officials to address outstanding matters that emerged from the review.

GENERAL GUIDELINES

The annual report should link actual financial and non-financial performance to the goals, expected outcomes, strategies and initiatives set out in the institution's CIP for the year on which it is reporting.

For public institutions, the annual report is a public document. These institutions are required to make annual reports available to the public upon request. They are also required to post their annual reports on their websites.

The content should reflect the report's importance as a significant component of the accountability of board-governed institutions to Albertans.

Since annual reports are one of the tools institutions use to communicate with their various stakeholders, it is recognized that the format and tone of annual reports may differ among institutions. It is expected that all annual reports will include the required content identified below.

ANNUAL REPORT: REQUIRED CONTENT

1. Accountability Statement

The statement signed by the institution's Board Chair on behalf of the Board is to be dated just prior to the annual report going to final print and should be worded as follows:

Public Institutions

The [institution's] Annual Report for the year ended [e.g. March 31,20XX] was prepared under the Board's direction in accordance with the Fiscal Planning and Transparency Act and ministerial guidelines established pursuant to the Post-Secondary Learning Act. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Independent Academic Institutions

The [institution's] Annual Report for the year ended [e.g. March 31,20XX] was prepared under the Board's direction in accordance with ministerial guidelines. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

2. Management's Responsibility for Reporting

Institutions must include an overview, signed by the President/Chief Executive Officer and/or Senior Financial Officer, in reference to management's responsibility in providing the annual report. It should be worded as follows:

Public Institutions

[Institution's Name]'s management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained and assets are properly accounted for and safeguarded.

The Annual Report has been developed under the oversight of the institution audit committee, as well as approved by the Board of Governors and is prepared in accordance with the Fiscal Planning and Transparency Act and the Post-Secondary Learning Act.

The Auditor General of the Province of Alberta, the institution's external auditor appointed under the Auditor General Act, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards. (**This does not apply to The Banff Centre.**)

Independent Academic Institutions

[Institution's Name]'s management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained, assets are properly accounted for and safeguarded.

The Annual Report has been approved by the Board of Governors and is prepared in accordance with Ministerial guidelines.

3. Message from the President and/or Board Chair

In referencing institution highlights and achievements in the previous year, the message should relate to progress towards the institution's plans as documented in its CIP, including:

- Fulfillment of the institution's mandate as approved by the Minister;
- Progress towards achievement of the institution's mission and/or vision;
- Opportunities and challenges faced during the year;
- Summary of institutional performance, including a summary of major accomplishments; Ongoing initiatives aimed at achieving CIP goals.

4. Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act (the Act) applies to provincial government departments, offices of the Legislature and to public entities. Public entities include any agency, board, commission, Crown Corporation, or other entity designated in the Regulations.

The purposes of the Act are to:

- Facilitate the disclosure and investigation of significant and serious matters an employee believes may be unlawful, dangerous or injurious to the public interest;
- Protect employees who make a disclosure;
- Manage, investigate and make recommendations respecting disclosures or wrongdoings and reprisals; and

- Promote public confidence in the administration of the departments, Legislative offices and public entities.

Section 32(1) of the Act requires every chief officer (see Public Interest Disclosure (Whistleblower Protection) Regulation) to prepare a report annually on all disclosures that have been made to the designated officer. (Section 32(2) of the Act identifies the information that must be included in the chief officer's report as the number of disclosures received, acted on and not acted on, the number of investigations commenced, a description of any wrongdoing found and any recommendations made or corrective measures taken regarding the wrongdoing or the reasons why no corrective measure was taken. This information is to be included in the institution's Annual Report as stated in section 32(3) of the Act.

This section of the Annual Report will fulfill your institution's disclosure requirements under the Public Interest Disclosure (Whistleblower Protection) Act.

For more information, please visit: https://yourvoiceprotected.ca/chief-designated-officers/

5. Operational Overview

Describe any significant changes in the institutional environment from the projections made in the CIP. Key drivers may include any significant changes to international, national, provincial or regional demographic, social and economic trends, and should also outline the institution's response to workforce trends.

The operational overview should also include any major changes to programming, in terms of overall increases or decreases as a result of enrolment data. The overall Annual Report should attempt to integrate the information from the operational overview into the results reported in other areas of the report.

6. Goals, Priority Initiatives, Expected Outcomes and Performance Measures

This section should include the progress made over the past year towards achieving the institution's goals, strategic priorities, expected outcomes and associated performance measures, along with related benchmarks as outlined in the CIP.

The key goals that should be included in this section are:

1. **Accessibility**, which means that every Albertan should have the same opportunity to get a post-secondary education.

2. **Affordability**, which means that every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstances.

3. **Quality**, which means that Albertans should get the best education possible here at home.

4. **Coordination**, which means that Albertans should get full advantage from a diverse postsecondary system.

5. **Accountability,** which means that post-secondary education providers must be accountable to students, the government and Albertans. Accountability should be included as it relates to the above four key goals. As Accountability was not a required goal on its own in the 16/1718/19 CIP, initiatives or procedures specific to accountability can be included if institutions choose.

6. **Other**

   • Goals and priority initiatives related to **student mental health** and **sexual violence prevention policies.**

   • Goals and initiatives for programming, research, and capital, as well as community outreach collaborations with other post-secondary institutions, Community Adult Learning providers, First Nations Colleges and the K-12 system, and initiatives targeted to underrepresented learners, as appropriate.

A general overview regarding progress towards goals and performance measures is required to be provided in the annual reports; however, the below detailed section can be provided either publicly in the Annual Report or privately directly to Advanced Education. There is no requirement to publish the below detailed breakdown publicly.

The following layout for reporting on the goals is strongly encouraged. The information in the first three columns should match the information included in the CIP. Institutions should describe program initiatives that have been taken to maintain and enhance the five main goals supported by specific strategies and associated performance measures identified in the CIP. The progress update should be a detailed review of actions taken to achieving the specific goals and any revisions to timelines, if applicable.

Type	Description	Expected Completion Date (from CIP)	Status	Progress Made in Last 12 Months	Revised Expected Completion Date
Goals					
G1	-	December 1, 2019	In Process	Additional funding received that allowed institutions to move forward with this goal sooner than anticipated.	August, 2018
G2	-	March 11, 2018	Outstanding	Goal 2 was deferred due to increased importance placed on Goal A.	December, 2018

Priority Initiatives					
PI 1					
Expected Outcomes					
EO1					
Performance Measures					
PM1					

7. Financial and Budget Information

Using the budget presented in the CIP, institutions should identify key variances between their budgeted statement of operations and their actual audited results. Institutions <u>are to</u> provide a detailed explanation for all material variances. The explanation should be integrated with the operations of the institution over the past year to provide a clear understanding of issues that have affected the financial situation over the course of the preceding year. The format of these statements should be as consistent as possible with prior years.

Institutions that have identified risk mitigation strategies in addressing financial risks reported in their CIP can report on the outcomes and impacts for the reporting period.

The financial statements should be compliant and include the following Accounting Changes:

- PS 3280 Asset Retirement Obligations (effective April 1, 2021)
- PS 3450 Financial Instruments (effective April 1, 2021)
- The restructuring transactions can be removed effective April 1, 2018.

The audited financial statements are to be included as an appendix to the Annual Report.

8. Enrolment Plan and Program Changes

A general overview regarding enrolment is required to be provided in the annual reports; however, a detailed review can be provided either publicly in the Annual Report or privately directly to Advanced Education. There is no requirement to publish the below detailed breakdown publicly.

Using the Enrolment Plan presented in the institution's CIP, compare the estimated enrolments with the actual enrolment by program for the most recent reporting year. Enrolment are to be presented using Full Load Equivalent (FLE).

Provide analysis concerning variances between projected and actual enrolments by program/specialization. In cases of international student enrolment, specifically document variances between projected and actual enrolments by program/specialization, with explanations.

Provide an update on the progress towards the priorities and timelines identified in the CIP with respect to the development and implementation of proposed new programs.

9. Research, Applied Research, and Scholarly Activities

Building on the research priorities and activities identified in the CIP, institutions should identify key research and innovation accomplishments, particularly those that pertain to the [Alberta](#) [Research and Innovation Framework](#).

10.   Regional Stewardship, Foundational Learning, Underrepresented Learners

Identify progress made towards enhancing learner outcomes or increasing the efficiency and effectiveness of programs and services. Comprehensive Community Institutions should report on the impact and results of Regional Stewardship activities, and how the institution worked with community partners, particularly Community Adult Learning Program-funded organizations, to enhance access to, and respond to, regional foundational learning needs, and other credentialed and non-credentialed needs. Institutions should highlight activities that supported collaboration and the creation of strong networks with community partners to enhance access and pathways into learning. All institutions should report progress towards specific initiatives for supporting foundational learners, Indigenous learners, learners with disabilities, rural learners, and learners from low-income backgrounds in this section. If the institution identified any access goals and measures, these should also be included.

11.   Internationalization

Institutions are to report on their outcomes for international education.

The Ministry wants to ensure activities related to international education are in keeping with the principles of accessibility and quality. Therefore, institutions should report on any significant activities related to international education that could potentially impact access for Alberta learners. Also, institutions should report on activities that carry additional reputational and financial risk, such as new or ongoing off-shore/for-profit partnerships, offshore campuses, cross-border delivery of Alberta credentials, or other international ventures that draw on Albertans' investment in its post-secondary institutions.

Institutions are encouraged to report on successful (new or ongoing) initiatives undertaken to internationalize their institution; to grow the international skills and competencies of

students/faculty/staff; and to increase access for Alberta learners through international student enrolment.

In addition, institutions must report activities involving development of collaborative, joint or dual credentials with non-Alberta based institutions. These are initiatives that received institutional funding for staff located off-shore and initiatives where institutions are supporting off-shore infrastructure, programs or activities.

Transnational Education

As outlined in the new *Guidelines Transnational Education*, institutions are required to include a template of core metrics for off-shore delivery of programming in the Annual Report submission.

Report on Transnational Programs						
Name of Program	Type of Credential	Principal Mode of Delivery (e.g. in-person; international campus)	Name of Partner Institution	Country	Number of Students Participants (17/18)	Number of Graduates /Completers

12.   Capital Plan

All publicly funded post-secondary institutions are required to provide a progress update on their capital projects over the past six months. As the CIP requires that institutions provide specific information on their planned priority projects, an update on all priority projects is required. A general capital plan overview is required in the annual reports.

In addition, a detailed review <u>must</u> be provided. The detailed review may be released to the public in the annual report. However, there is no requirement to publish the following detailed breakdown publicly. If the institution does not wish to release this detailed information publically, a separate appendix can be sent directly to Advanced Education. Please provide a report using these two tables:

Type of Project and Funding Sources					
Type: **Proposed** **New** **Expansion** **Maintenance**	**Project Description**	**Total Project Cost**	**Funding Sources:** **% GoA** **% GoC** **% PSI funds** **% donation** **% foundation** **% industry**	**Funding Received to Date and Source**	**Revised Funding Sources**
Priority Projects (top 3 Capital Priorities)					
New	ABC Facility	$35 million	40% GoA 40% GoC 10% industry 10% donation	$5 million industry donation from Smith Construction Co. Ltd. Received in August 2018	Industry donation target added in April 2018 for 10% of project cost.
Expansion	Campus HUB	$40 million	60% GoA 40% PSI	$24 million from GoA received in June 2018	No change.
Maintenance	Utility Distribution Repairs		70% GoA Infrastructure Maintenance Program 30% PSI	No funds received to date	No change.
Other					
Proposed	Alberta Hall Student residence	$70 million	50% internal 50% financing	PSI selfgenerated	No change.
New	Alternative Energy Demonstration Lab	$100 million	30% GoA 30% GoC 30% municipality 10% industry donation	$30 million from GoA received in July 2018; $30 million from GoC received in August 2018; awaiting municipality and industry contributions	In April 2018, revised from 35% requested from each of GoA, GoC and municipality to current funding source.

Expansion	CDE Science Building	$100 million	35% GoC 25% GoA 20% research foundation	$350,000 received from GoC in August 2018; $250,000 received from GoA in July 2018; and $200,000	No change.
			20% PSI	received from research foundation in September 2018	
Maintenance	Administration Building envelope repairs	$ 5 million	80% GoA 20% PSI	$2.5 million in IMP funding approved; and $2.5 million will be generated from capital fund campaign.	IMP funding approved ($2.5 million) is less than requested at 50% of project. Funding source revised to 50% from capital fund campaign.

Project Timelines and Status					
Project Description	**Project Timelines**	**Expected Project Start**	**Expected Project Completion**	**Project Status**	**Progress Made in Lasts 12 Months**
ABC Facility	estimated April 2019 – August 2021	estimated April 2019	estimated August 2021	project pending funding approval	project pending funding approval
Campus Hub	May 2018 – August 2022	May 2018	August 2022	project commenced in May 2018	site clearing, excavation and grading completed
Utility Distribution Repairs	estimated April 2019 – May 2024	estimated April 2019	estimated May 2024	IMP funding approved; project to commence in April 2019	IMP funding approved
Alberta Hall student residence	February 2018 – August 2021	February 2018	August 2021	in progress	excavation for utility trenches completed
Alternative Energy Demonstration Lab	May 2018 – August 2019	May 2018	August 2019	in progress	foundation concrete poured

CDE Science Building	September 2018 – August 2020	Sept 2018	August 2020	in progress	site clearing and excavation completed
Administration Building envelope repairs	May 2019 – July 2019	May 2019	July 2019	Capital fund campaign in progress	PSI's Capital fund campaign provided $1 million towards project during 2017/2018

Priority Projects:

- Must proceed in the next three to five years to address critical infrastructure and capacity needs.

- Must be in excess of $2.5 million or 50 per cent of the institution's Infrastructure Maintenance Program grant, whichever is greater.

Priority Projects may arise because of an institution's:

- Future access and quality goals that support the delivery of high-demand programs.
- Infrastructure requirements to support research goals as outlined in the institution's CIP and the provincial research outcomes identified in Section 5b. Critical health and safety issues.
- Critical information technology infrastructure.

Independent Academic Institutions

Independent Academic Institutions are not eligible to receive capital funding from the Alberta government. However, they are requested to provide information on their plans for capital expansion and renovation. In identifying their capital projects and priorities, Independent Academic Institutions may wish to include the relevant elements of the project descriptions outlined above. Independent Academic Institutions are not required to submit to BLIMS.

13.   Information Technology

Institutions should report on the additional/incremental information technology resources obtained to support their operations over the prior year. Any significant variations from the original plan per the CIP should be noted and explained.

ANNUAL REPORT TIMELINES

Consistent with the submission of annual reports by other government entities, **the deadline for institutions to submit their Annual Report is six months after their fiscal year-end.**

If finalized key performance data or other information are not available in time for institutions to meet this timeline, preliminary information can be noted in the Annual Report and be updated with actual information in future annual reports.

In accordance with the terms set out in the Campus Alberta Grant Agreement, institutions are required to meet the timelines to avoid potentially having payments withheld. Institutions are encouraged to work with internal stakeholders to ensure that the documents are finalized and signed off in a timely manner.

COPIES

Printed Copies	One (1) hard copy	Submitted under the Board Chair's signature to the Minister of Advanced Education, with a copy to the Deputy Minister of Advanced Education.
	Ten (10) hard copies	Sent to Gilbert Perras, Executive Director, Operations, Advanced Education. The covering letter should include a link to the Annual Report posted to the institution's website and copies of supplemental information as required.
Electronic Copies	One electronic copy	Posted to the Campus Alberta Project Site (CAPS)
	One electronic copy	Posted on the institution's website to facilitate public access to the document

Contact and address information for the Minister and Deputy Minister are available on the province's staff directory (www.alberta.ca/staff-directory.cfm).

The copy sent to the Minister represents the Board's official submission as required in legislation. The Minister will acknowledge the submission in responding to the Board Chair. Subsequently, department staff will follow-up with institution officials on any outstanding issues as may be necessary.

Of the ten copies sent to the Executive Director, Operations, one copy will be distributed to Infrastructure, and one copy will be placed in the Alberta Government Library – 44 Capital Boulevard site for reference purposes. The remaining copies will be retained for department use.

CONTACTS

The submission of ten hard copies go to:

Mr. Gilbert Perras
Executive Director
Advanced Learning and Community Partnerships
Alberta Advanced Education
11th Floor, Commerce Place 10155 102 Street Edmonton, AB T5J 4L5

For assistance in preparing the Annual Report and to provide notification regarding submission deadlines, institutions are encouraged to contact:

Ms. Catherine Gutwin
Director, Operational Data and Information Branch
Advanced Learning and Community Partnerships Division Alberta Advanced Education

10th Floor, Commerce Place 10155 102 Street Edmonton, AB T5J 4L5

Phone: (780) 422-4322
Email: Catherine.Gutwin@gov.ab.ca or

Ms. Leila Williams, CPA, CMA
Manager, Financial Data and Accountability
Operational Data and Information Branch
Advanced Learning and Community Partnerships Division Alberta Advanced Education

10th Floor, Commerce Place 10155 102 Street Edmonton, AB T5J 4L5

Phone: (780) 415-9571
Email: Leila.williams@gov.ab.ca

Item No. 6a

Governance Executive Summary
Action Item

Agenda Title	University of Alberta Comprehensive Institutional Plan (CIP) 2019-22

Motion

WHEREAS the University of Alberta 2019-2020 Consolidated Budget was previously approved by the Board of Governors on March 15, 2019,

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, the Board Learning and Discovery Committee, and the General Faculties Council Academic Planning Committee:

- approve the 2019-22 *University of Alberta Comprehensive Institutional Plan (CIP)*, as set forth in Attachment 1 to the agenda documentation, and

- empower administration to make any editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic); Gitta Kulczycki, Vice-President (Finance and Administration); Matthias Ruth, Vice-President (Research); Andrew Sharman, Vice-President (Facilities and Operations)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic); Gitta Kulczycki, Vice-President (Finance and Administration); Matthias Ruth, Vice-President (Research); Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the Board because the university is required to submit the CIP annually to government as an integrated document reflecting academic, enrolment, financial, and capital plans.
Executive Summary	The CIP is prepared according to guidelines issues by Alberta Advanced Education. It satisfies legislated accountability requirements under the *Fiscal Management Act* and *Postsecondary Learning Act*.
	Goals, initiatives, and outcomes identified in the CIP reflect the goals and objectives established in *For the Public Good*. Per government guidelines, goals are organized according to the five Adult Learning System Principles: Accessibility, Affordability, Quality, Coordination, and Accountability. The CIP is a three-year document, and goals are updated annually based on current progress, consultation with major administrative units, and information provided by faculties through internal accountability processes.
	The university's budget, as reflected in Appendix A, was approved by the Board of Governors in March 2019.
	Appendix H presents capital investment priorities, per the university's annual submission to the Government of Alberta's Building and Land

	Inventory Management System (BLIMS). Because of the dynamic nature of campus planning and opportunities that arise with the arrival of earmarked funding, projects may emerge between annual submissions to BLIMS and between CIP submissions. The CIP reflects current priorities at the time of submission.
	Following approval by the Board of Governors, the CIP will be submitted to the Government of Alberta by June 30, 2019.
Supplementary Notes and context	Following consultation with Deans' Council and other groups, the following amendments will be made to the CIP prior to submission to government: - In Appendix D: Underrepresented Learners, additional discussion on support for LGBTQ and Francophone learners - In Appendix E: Community Initiatives, additional discussion on engagement with Francophone communities - Minor corrections to descriptions of FGSR and Faculty of Education programming Attachment 2: Complete Enrolment Table has been updated to include the most current figures.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* - Office of the Provost and Vice-President (Academic) - Office of the Vice-President (Facilities & Operations) - Office of the Vice-President (Research) - Disclosure, Assurance, and Institutional Research - Office of the Dean of Students - Office of the Registrar - Government and Community Relations - Financial Planning - University of Alberta International - Information Services and Technology
	*Those who have been **consulted**:* - President's Executive Committee – Strategic - Deans' Council - Alberta Advanced Education
	*Those who have been **informed**:*
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – May 8, 2019 (for recommendation) Board Finance and Property Committee – May 28, 2019 (for recommendation) Board Learning and Discovery Committee – May 31, 2019 (for recommendation) Board of Governors – June 14, 2019 (for approval)

Strategic Alignment

Alignment with *For the Public Good*	The CIP reflects the goals and objectives established in *For the Public Good*.
Alignment with Institutional Risk Indicator	Submission satisfies core accountability requirements for the Government of Alberta.

	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	*Fiscal Management Act* *Postsecondary Learning Act* *Board Learning and Discovery Committee Terms of Reference 3m and 4x* *Board Finance and Property Committee Terms of Reference 3c and 4b*	

Attachments:

1. Draft Comprehensive Institutional Plan, 2019-22 (67 pages)
2. Complete Enrolment Table (12 pages)

Prepared by: Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost & Vice-President (Academic)

UNIVERSITY OF ALBERTA

COMPREHENSIVE INSTITUTIONAL PLAN 2019-22

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The University of Alberta, from its inception, has had as its ethos a commitment to serve the province of Alberta. More than 100 years ago, President Henry Marshall Tory pledged to an "uplifting of the whole people." The university remains deeply committed to this role as a world-class public education institution that is transformative to the respective groups it serves: students, the community, the province, our country, and the world.

For the Public Good, the University of Alberta's strategic plan, affirms that "we are a public university acting for the public good" and articulates this continued commitment through five verbs describing our work: Build, Experience, Engage, Excel, and Sustain. Across its teaching, learning, and discovery activities, and administrative support structures, the University seeks to embody these ideas and instill them in our graduates, faculty and staff. As the province's largest and leading post-secondary institution, the University plays a foundational role in the building of a better province through the generation of new ideas, and as an engine of social, cultural, and economic prosperity (For the Public Good, page 6).

Ranked among the top universities in the world, teaching, learning, and discovery at the University of Alberta fundamentally contributes to the wellbeing of the province and its citizens from the development of artificial intelligence to the treatment of acute and chronic diseases that touch all of us. The innovative and wide-ranging discoveries taking place at the University of Alberta generate the new knowledge and processes needed to create a more diversified economy, to solve complex critical social and political issues, and to offer an enhanced quality of life for citizens in Alberta and beyond.

This service-focused ethos is captured in our mission statement: "Within a vibrant and supportive learning environment, the University of Alberta *discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships.* The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront."

In every aspect of this work, the University of Alberta partners with numerous organizations including other post-secondary institutions, community groups, industry, and all levels of government in the province's social, cultural, and economic development. Fostering provincial, national, and international collaborations leverages local excellence to support leading global enterprise, and returns enriched understandings and diversity of perspectives in addressing local issues.

The goals, priority initiatives, and expected outcomes articulated in the 2019-22 Comprehensive Institutional Plan are all designed to fully realize the key strategic objectives found in *For the Public Good* in alignment with Alberta's Adult Learning Principles and the mandate set out for the institution by the province.

New developments in the pursuit of the institution's high-level Accessibility, Affordability, Quality goals and **key institutional strategic initiatives** include:

- To date, three **Signature Areas of Research and Teaching** have been launched at the University of Alberta. First imagined as a way to strengthen broad-ranging and world-leading institutional excellence in a number of key fields, three areas distinction—Energy Systems, Precision Health, and Intersections of Gender—have been formally endorsed. Collectively, the effort to identify signature areas is meant to leverage existing areas of strength, incentivize additional collaboration with already world-class research in order to draw additional external funding and advance scholarship and discovery in these critical areas. In addition, these programs will train highly skilled individuals that will strengthen Alberta's discovery continuum. In the coming year, each of these areas will launch specific programs of activity.

- In its institutional strategic plan, the University of Alberta committed to encourage continuous improvement in administrative, governance, planning, and stewardship systems that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. In line with this commitment, we have joined an international benchmarking initiative designed for reviewing university administrative services such as finance, purchasing, human resources, communications, and information technology. This exercise will assist the university to gain significant insights into the efficiency and effectiveness of services.

- The University of Alberta is responsible for 1.8 million square metres of infrastructure across its five campuses with buildings ranging from offices to complex research facilities and aged 110 years old to brand new. The Facilities & Operations portfolio has undertaken to draft a strategy better manage the accessibility, effectiveness, and sustainability of its current and future assets. Following wide-ranging consultations with key stakeholders, goals are being refined as part of the university's **Integrated Asset Management Strategy (IAMS)**, which will be published in June 2019. The university has a five-year projected aggregate deferred maintenance liability of $893 million, presenting significant operational risk. The IAMS will support efforts to prioritize renewal, refurbishment, and efficient use of existing infrastructure.

- Through the University of Alberta Equity, Diversity, and Inclusivity (EDI) Scoping Group, a lengthy list of university community members contributed to the new **Equity, Diversity, and Inclusivity Strategic Plan**—including faculty, staff, and students and EDI scholars and advocates. The goal was to articulate a common vision and framework to inspire, guide, and support current and future EDI efforts and initiatives across the university. The plan reflects the university's ambitions for the future while acknowledging the current reality—both the outstanding work being done now and the challenges that remain. This strategic plan aims to embed EDI into the culture of the University of Alberta community, from the grassroots to the senior-most levels. It sets out strategic directions and senior-level accountabilities that are intended to empower faculties, departments, and administrative units across the university to develop and implement their own EDI plans and initiatives.

The University of Alberta, in partnership with Alberta's post-secondary system, plays a critical role in creating greater economic diversity, supporting the growth a diverse, skilled, and agile workforce, and addressing critical social issues including quality of life and healthcare, food security, and sustainable energy production – to name only a few. Research and training at post-secondary institutions fosters innovation that supports Alberta communities and industries; fosters the talent and expertise from which entrepreneurs, companies, and governments can become globally competitive. The changing work and demographic landscape of Alberta demands new thinking about the post-secondary education sector. Alberta cannot continue to source its highly-skilled workers from other jurisdictions. We need a made in Alberta solution that meets the demand for post- secondary education in our province and keeps pace with change in technological, social, and economic demands. Capacity in the post-secondary system across the province must grow to accommodate over 90,000 spaces in the next five to ten years; a demand, which is especially acute in the comprehensive and research-intensive universities. As the largest university in the province, the University of Alberta supports the development of a plan and mechanism to ensure the province is not left behind; ensuring support for research and innovation, delivering better access to Albertans, and providing our young people with the training and education they need in today's world to build a strong, diverse, responsive Alberta economy.

MANDATE AND MISSION STATEMENT

INSTITUTIONAL MANDATE

Created by the *University Act*, 1906 of the Legislative Assembly of the Province of Alberta, the University of Alberta is a board-governed, publicly-funded university that operates as a Comprehensive, Academic and Research Institution under the authority of Alberta's *Post-Secondary Learning Act*. Its fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. The University plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation. Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment. Its residential, multi-campus setting includes many research and field facilities. The University community discovers, disseminates, and applies new knowledge through the following interrelated core activities.

In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate students the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas. A number of its programs are unique within Alberta. Post-doctoral fellows come to the University to refine their teaching, mentoring and research skills.

The University of Alberta is a balanced academy, with strong arts and sciences programs featuring the Faculties of Agricultural Life and Environmental Sciences, Arts, Augustana, Extension, Native Studies, Physical Education and Recreation*, Science and the Faculté Saint-Jean. These faculties are foundational to and interlinked with the University's network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Studies, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

The University establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social/community enrichment, health and wellness, and career and life development are cornerstones of the University of Alberta student experience. The intellectual and creative diversity of the campus, including its international and multicultural population and exchange programs, makes for an engaging student experience. Fine arts displays, stage performances, museum collections, athletic and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with real-life applications.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Aboriginal communities with access to University of Alberta credentials. Similar innovative arrangements centred at the University deliver information and knowledge resources to post-secondary and government communities through both inter-library and online access.

The University of Alberta's research and creative activity produces a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The University attracts scholars of

international reputation, undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally-recognized level of excellence.

University of Alberta faculties, centres and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The University actively transfers new knowledge and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

In every aspect of its mandate, the University of Alberta is a partner in social, cultural, and economic development, fostering and establishing the provincial, national and international connections and understandings that support leading global enterprise and citizenship for Albertans. University administrators, faculty, staff and students contribute regularly to public debate and to government and corporate examination of issues. Start-up companies and new technologies licenses to existing companies lead Alberta in new directions and employ graduates. The University continually moves out into its communities through its graduates, its creative and research advances, and its ongoing opportunities for experiential and lifelong learning.

Approved by the Minister of Advanced Education and Technology, July 17, 2009

*The Faculty of Physical Education and Recreation has been renamed the Faculty of Kinesiology, Sport, and Recreation, as approved by the General Faculties Council.

MISSION STATEMENT

Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

For the Public Good, approved June 2016.

ACCOUNTABILITY STATEMENT

This Comprehensive Institutional Plan was prepared under the Board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the Board is aware.

Michael Phair
Chair, Board of Governors

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

ACCESSIBILITY

The University of Alberta is the province's leading educator, the largest Comprehensive Academic and Research University in the province, and one of the leading Major Medical and Research Universities in Canada. Situated in the fifth largest major metropolitan area in Canada—with 38,000-plus students—the University of Alberta supports the needs of the City of Edmonton and the province, and its mandated reach extends to Canada and the world. The U of A is known nationally and internationally for programs in all disciplines; Albertans have a world-class university in their own backyard.

The university endeavours, through a variety of mechanisms, to ensure that all Albertans have access to the institution's high quality post-secondary offerings. These include a comprehensive range of basic programs as well as unique and specialized programs and courses not available elsewhere in Alberta, or in some cases, Canada – for example, the highly in-demand School of Engineering Safety and Risk Management (ESRM), a multi-course module within the Faculty of Engineering, is the only offering of its kind in Canada.

Our institutional strategic plan, *For the Public Good*, makes a strong commitment to attracting and supporting a diverse student population from Alberta, Canada, and the world. This past year, we received over 37,000 undergraduate applications, a record number representing a 20 per cent increase since 2015. The university remains committed to balancing the provision of access for Alberta students with out-of-province and international populations–75 per cent of our students have a home address within Alberta–while at the same time improving access for Indigenous students.

In 2018/19, we welcomed a record 1,175 Indigenous students to the U of A. We continue to prioritize recruitment, retention, and supports for Indigenous learners through sustained investments in outreach and capacity building. The successful and well-utilized Transition Year Program for First Nations, Métis, and Inuit students will continue to be offered to students who would benefit from extra support transitioning to the university environment. In support of Indigenous student success, the university has built capacity in key teaching, scholarly, and administrative positions in the Office of the Provost, the Office of the Registrar, the Office of the Dean of Students, and the Centre for Teaching and Learning, as well as at the administrative and professorial level in nine faculties across four campuses. There has been continued growth in the Faculty of Native Studies, the Indigenous Education Council in the Faculty of Education, the Aboriginal Teacher Education Program, First Peoples' House, and much more. This work is supported by training and education on historical trauma and its impact on students, which is being rolled out to units across the university going forward.

The university continues its comprehensive response to the *Truth and Reconciliation Commission of Canada*, recognizing that accessibility for Indigenous students must be supported and embraced within a broader institutional environment. Building on an extensive consultation process within and beyond our community, we are in the process of finalizing a Vice-Provost position responsible for Indigenous initiatives, and will develop a new *Indigenous Strategic Plan* in 2019/20.

Student access is supported by a comprehensive institutional focus on building an equitable, diverse, and inclusive university. In 2018/19, the university launched its *Strategic Plan for Equity, Diversity, and Inclusivity (EDI)*. The plan sets out specific goals over the next four years, with a focus in 2019/20 on improving our collection of demographic data about our faculty and staff, which will enable us to set targets and track progress over time. This is important because students need to see themselves reflected in the academic workforce–in the people who teach and advise them, administer their

programs, and lead their institutions at the highest levels. We recognize that while our EDI and Indigenous initiatives are closely linked and mutually supportive, they warrant distinct approaches and strategic frameworks.

The university is deeply committed to supporting and enhancing physical and mental health and well-being. The Healthy University Strategic Plan is a key institutional initiative and sets out actions that will encourage a university culture that supports the health and well-being of students, faculty, and staff. The many dimensions of health—physical, emotional, social, intellectual, spiritual, financial, and environmental—are enablers of the university's success, empowering people to individually and collectively realize their academic, career, and personal goals. Initiatives related to student mental health and to sexual violence prevention are described in Appendix F.

AFFORDABILITY

The University of Alberta's tuition and fees are among the lowest in the country and competitive globally, sometimes by a factor of double or triple for comparable programs. The institution's professional programs in particular, such as Law, Business, and Medicine—at both the undergraduate and graduate levels—are available at a fraction of the cost of competitor institutions across Canada. Our students are well integrated into our planning processes for tuition and mandatory non-instructional fees, and have an important voice in institutional budget decision making through their participation in university governance.

The university supports affordability through direct financial support to students. In 2017/18, we administered $87 million in supports to 17,130 undergraduate students, including almost $63 million in need-based support. Research and teaching assistantships provide additional resources to graduate students as part of the essential role they play in our research-intensive university. Graduate students are also eligible for numerous external awards from other sources. We are exploring establishing a minimum funding guarantee for all doctoral students. The U of A continues to seek out opportunities to fund students through philanthropy and, in graduate and advanced studies, through opportunities to engage in funded research with world-class professors. Affordability is also supported through flexible delivery that allows students to participate in programs while working. Examples include our Master's of Public Health (MPH), which is considering increasing specializations in distance delivery options to support northern and remote learners.

We are reviewing and implementing a variety of means of controlling inflationary pressures. Efficient use of existing infrastructure through repurposing and refurbishment aims to keep costs low. Effective use of institutional assets to benefit the community while carefully managing aging infrastructure inventories, including deferred maintenance, serves to protect public assets and affordability. Efficient administration and financial stewardship enable the institution to devote scarce resources to academic programming and to student services and supports, minimizing organizational costs that must be supported through the tuition base. Beginning in 2018/19, the U of A is participating in an international benchmarking collaboration that will help us to understand how our administrative costs and structures compare with peers across Canada, the UK, Australia, and New Zealand.

QUALITY

Ranked within the top five universities in Canada, the University of Alberta has an international reputation for excellence with both world-class teaching and research. The institution is known for its strength in the humanities, sciences, creative arts, business, engineering, and health sciences. High-quality teaching and research programs are a hallmark of the University of Alberta. This is acknowledged in multiple ranking systems–for example, in the 2019 QS subject-area rankings, the University of Alberta ranked ninth in sport related subjects, twelfth mineral and mining engineering, twenty-third in nursing, thirty-eighth archaeology, forty-seventh in education, and fiftieth in pharmacy and pharmacology. In the

Shanghai university rankings, the U of A is ranked ninth in the world for environmental sciences and engineering (ahead of MIT and Princeton), seventeenth for mining and mineral engineering, and seventeenth for business administration. The U of A's quality offerings produce excellent post-graduate outcomes for its students. University of Alberta graduates have the highest employment rate in Canada and among the best in the world, according to the 2018 QS Graduate Employability Ranking.

Quality is paramount across our teaching and learning activities. The Centre for Teaching and Learning supports instructors to develop engaging and meaningful learning for students through advising, digital supports, best practice guidance, innovation grants, and more. We are continuing to explore new approaches to the evaluation of teaching, including through a pilot project with St. Joseph's College that will inform our approach going forward.

We place major emphasis on experiential learning as critical to ensuring our students enter the workforce well-equipped to begin challenging careers in a diversity of sectors. The university offers seven broad types of experiential learning: co-op programs, internships, service learning, study abroad opportunities, mandatory professional practice, and both short- and long-term field experience. Across these categories, we offer over 580 different experiential learning activities, engaging over 9,500 students in the current year. We continue to develop new and innovative experiential opportunities, such as the Innovation, Creativity, Entrepreneurship Bootcamp, a three-credit class that helps student develop their creative and entrepreneurial skills–in interdisciplinary teams, students have three weeks to design and create a product that's ready to go to market, culminating in a Dragon's Den-style pitching competition in front of industry leaders. Organizationally, we have established a Council on Experiential Learning to share best practices across the university and have launched a website to support student awareness of the opportunities available.

University of Alberta graduate students will pursue diverse careers and become significant contributors to the economic and social prosperity of the province. In response to expressed needs of graduate students and employers, the University of Alberta is the only post-secondary institution in Canada to prioritize professional development by making it a program requirement for all graduate students. Launched in 2016, the Professional Development Requirement asks students to create a personal career plan called an Individual Development Plan (IDP) and participate in professional development activities informed by their IDP. The IDP prompts students to research potential career paths, complete a skills gap analysis, take actions to fill these gaps, and establish a plan for developing their careers. The university provides a robust set of structured professional development opportunities to support students in the development of their skills, including internships, a multi-tiered teaching program, workshops, and online resources. Regular program assessment informs programming to ensure that professional development opportunities align with student and employer needs. In 2018/19, the university launched a survey of PhD outcomes. Over 5,000 alumni responded, and we are in the process of analyzing results to establish baselines on employment outcomes and satisfaction with professional development programming.

To support graduate student professional development going forward, the university has relaunched the Graduate Teaching & Learning program, a multi-tier program designed to help graduate students excel in their roles as teaching assistants and beyond. This directly supports the quality of both our graduate and undergraduate education. We have also launched initiatives to improve the quality of graduate supervision, including our Mentorship Academy workshop series and awards for excellence in supervision.

The institution is committed to a rigorous quality assurance program that has been designed to maintain and further build upon the existing strengths of the U of A's academic programs, units, and faculties. The Campus Alberta Quality Council regularly audits the university to ensure that suitable quality assurance mechanisms are in place, which allow for meaningful self-study and which demonstrate the comparative quality of its program offerings. The 2018 CAQC audit concluded that our processes were exemplary.

Across our research enterprise, the university strives to support diverse multidisciplinary research teams that engage in critical and innovative research needed in today's society.

In 2017, the U of A established a process to identify and support Signature Areas of Research and Teaching – these are areas in which the University of Alberta is a global leader, displaying distinction and distinctiveness, and where there are opportunities for multi-disciplinary innovation in both research and teaching. In 2018/19, we launched our first three signature areas: Energy Systems, Precision Health, and Intersections of Gender. These are intended to be drivers of novel, interdisciplinary collaborations, impactful innovation, and global excellence in research that directly benefits our students.

To sustain excellence and continue with world-class teaching, learning and research, the University of Alberta remains committed to the high-quality people that educate and discover. Outstanding people are integral to exceptional quality. *For the Public Good* notes: "At the University of Alberta, we begin with people—people with ideas, talent and purpose. Then, we act." Faculty Renewal—the refreshing of the professoriate with new faculty members, preferably at the Assistant Professor rank— regularly brings in fresh ideas and perspectives and remains a key objective. The university is focused on enhancing equity, diversity, and inclusivity (EDI) in all aspects and characteristics of our people and programs, as this will strengthen our ability to prepare our graduates to thrive in an increasingly global, technology-driven, and fast-changing future. Our commitment to EDI is expressed in our newly launched EDI Strategic Plan.

COORDINATION

The University of Alberta is fundamentally a community-engaged institution. We embrace a leadership role within Campus Alberta and engagement and partnership with our local community.

It is crucial to maintain the diversity of the six-sector system to preserve a full range of choice for Alberta students to fit varying areas of interest and skill. The high-quality learning and training opportunities offered in research intensive universities advance research output to foster economic growth and diversification while creating and promoting strategic partnerships, coordination, and collaboration. The six sectors also give clear mandates to institutions and ensure that each institution provides the highest quality experience for students, and that the greatest variety of program options are provided to Albertans. As a community of over 50,000 individuals, we also promote and embrace coordination across our five campuses, 18 faculties, and multiple administrative units.

The University of Alberta works in close collaboration with post-secondary partners, playing a leadership role both within Alberta's higher education system broadly and with the other Comprehensive Academic and Research Universities. A differentiated system serves students and the province by providing advanced learning at the undergraduate and graduate level and supporting research in diverse fields with global relevance and impact. The University of Alberta works in partnership with post-secondary entities such as the Council of Post-Secondary Presidents of Alberta (COPPOA), Alberta Council of Senior Academic Officers (ACOSAO), the Senior Business Officers (SBO) Network, the Committee on Academic Medicine (CAM), and the Alberta Academic Health Network (AAHN), to name a few.

The University of Alberta collaborates nationally with advocacy groups such as Universities Canada and the U15. These efforts are meant to ensure that the institution serves the needs of students while working within the context of the larger sector. On a number of fronts, the institution works with other Campus Alberta institutions to provide expertise and to discuss system-wide changes that benefit all.

We collaborate actively to support transition programming. We also maintain program-related collaborations with partner institutions–for example, we deliver undergraduate teacher education in collaboration with Grande Prairie Regional College, Keyano College, Red Deer College, Portage College, Lakeland College, Maskwacis Cultural College, University nuhelot'įne thaiyots'į nistameyimâkanak Blue Quills, and Northern Lakes College. In student services, the University of Alberta has been a core founder of Healthy Campus Alberta (HCA), the post-secondary mental health community of practice. Activities like this are integral to bringing our student, faculty, and staff partners together from across Alberta to connect and share best practices in the area of student and campus mental health. In the area of IT, the University of Alberta was a co-founder of ShareIT, an initiative of 22 post-secondary institutions

(PSIs) and 20 K-12 institutions to share their IT experience, knowledge, and procurement practices. Cumulative savings to date are in excess of $5.3 million.

A unique feature of the CARU sector is the mandate to produce cutting-edge knowledge, technologies, and products through the research enterprise. Across a range of partnerships and initiatives, the university is a major driver of the Alberta economy. University research and innovation encourages investment into new business pathways, products, and processes that create a more balanced economy and protect human health and the environment and support cultural wellbeing. As a notable example, TEC Edmonton, rated as the third-best university-linked business accelerator in the world, created a record eleven spin-off companies with the U of A over the past year. U of A spin-offs have a year-over-year survival rate of 97 per cent, and over the past seven years, TEC Edmonton clients have generated $1.02 billion in revenue, created 2,226 FTEs, and invested $278 million in research and development.

Our commitment to coordination and collaboration with community-based partners is reflected across our full range of teaching, learning, and research activities. We engage and support our communities in multiple ways–including through community-based, mutually beneficial experiential learning (such as co-ops, internships, and community service-learning); through making U of A research and scholars accessible to the community; and through a range of research and teaching that, with community-based partners, responds to identified local or provincial needs. This work is described in detail in Appendix E.

ACCOUNTABILITY

The University of Alberta embraces its multiple accountabilities, both internally and to the community at large. Our bicameral governance system–the Board of Governors, General Faculties Council, and a robust committee structure–ensures fulsome representation from students (undergraduate and graduate), the professoriate, and external community, as well as thorough consultation and opportunities for participation across the university.

The university also ensures its accountability through various mechanisms, including program and initiative planning and reporting via the Annual Report and, internally, by measuring progress against our institutional strategic plan, *For the Public Good*.

We are in the second year of implementing other internal accountability structures and processes referenced in last year's Comprehensive Institutional Plan, such as the *Multi-Year Accountability Plan* and budget cycle, and we continue to move toward implementation of a new budget model focused on activity-based funding and supporting long-term sustainability.

The university's commitment to accountable stewardship is reflected in our approach to infrastructure planning, as described in Appendix H. As Alberta's oldest and largest post-secondary institution, the U of A has in its inventory approximately 1.8 million square metres of complex facility inventory across five distinct campuses. While there have been remarkable additions to the U of A's building inventory in the last decade, our priority for capital investment is the renewal and refurbishment of existing infrastructure.

The university continues its work to develop a new institutional marketing and communications strategy, including developing a comprehensive institutional brand platform to support our ability to communicate our value and contributions to our diverse stakeholder groups. Ongoing communication continues to our stakeholders through the university storytelling vehicles: folio.ca, QUAD, and ualberta.ca, as well as through a mini-awareness campaign ("truth matters") focused on our research and their stories. We have established baselines for all of these communication vehicles and set annual targets. The objective of this work as a whole is to demonstrate and enhance the University of Alberta's local, national, and international story, so that it is shared, understood, and valued by the full University of Alberta community and our many stakeholders.

Beginning in September 2018, the university has embarked on a year-long Community Engagement Consultation to gather input from internal and external community partners to support our ongoing

accountability to the multiple communities we serve. This process will allow us to ask questions and to gather input regarding the university's engagement with its community partners. Over the next year, this exercise will help us to better understand community expectations and needs, opportunities for additional engagement, and barriers and challenges. From there, the university will develop a community engagement plan grounded in a community conversation and work to implement the plan.

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

Note: CIP Goals and Initiatives are aligned with goals and objectives under *For the Public Good*. This alignment is indicated in the column titled "FPG Alignment."

Accessibility				
Goals	**Priority Initiatives**	**Expected Outcomes**	**Performance Measures**	**FPG Alignment**
2017-G1. Prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives. (ongoing)	2017-P1. Operationalize our integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs and services and promotes resilience and work-life balance. (ongoing) 2017-P2. Continue the implementation of top recommendations of the 2016 *Review of the University of Alberta's Response to Sexual Assault.* (ongoing)	2017-EO1. Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, well-being and safety of the university community. (2019) **EO completed; implementation ongoing through regular business activities** 2019-EO1. Full implementation of the Healthy University Strategic Plan, with particular focus on sexual violence prevention, suicide prevention, integrated mental health awareness, and campus-wide collaborations. *2019 update: Healthy University Strategic Plan in place; implementation responsibility assigned jointly to Dean of Students, Human Resource Services, Faculty of Kinesiology, Sport and Recreation. Revised intake and assessment model for student counselling and clinical services.* 2018-EO2. Enhanced institutional understanding of the new sexual violence policy through educational opportunities for students and staff, communications and committee oversight. (ongoing) *2019 update: Sexual Violence Policy approved; implementation ongoing with emphasis on awareness, education, and training*		Sustain, Objective 19
2017-G2. Develop, in consultation and collaboration with internal and external	2017-P4. Responding to record Indigenous student enrolment, continue to advocate to develop the Maskwa House of Learning as a place of understanding, welcome and	2017-EO3. An increased understanding and inclusion of First Nations, Métis and Inuit perspectives in university activities, supported by increased		Build, Objective 14

community stakeholders, a thoughtful, respectful, meaningful and sustainable response to the report of the Truth and Reconciliation Commission of Canada. (ongoing)	cultural connection for all, and where Indigenous students can access the social, cultural and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive and welcoming and supportive. (2019) *2019 update: Maskwa House remains an institutional priority, though the U of A recognizes that it does not align with current government capital funding priorities. A feasibility study has been completed, indicating potential donor support of $10 million for programming if capital funding is secured.* 2017-P5. Foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation. (2020)	visibility and celebration of Indigenous culture, researchers and learners. (2020) *2019 update: Development of Vice-Provost position on Indigenous initiatives underway* 2017-EO7. Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta's population. Improved retention of Indigenous students to match retention for other groups in the same cohorts. (2025) *2019 update: Indigenous student recruitment plan; new position to support students from First Nations Colleges. Indigenous undergraduate enrolment increased by 8.7% in 2018, to a total of 1,175 students.*		
2017-G3. Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world. (2025)	2017-P3. Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student who needs or requests it. (2018) **Completed** 2017-P7. Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance and enhance services and programs to ensure their academic success and integration into the activities of the university. (2020) 2017-P9. Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming. (2025) 2017-P10. Develop and implement an undergraduate	2018-EO1. Moved to Affordability. 2017-EO2. An enriched student academic experience that links learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students. (2018) **Completed** *2019 update: Two new student residences opened in the past year; student satisfaction has increased year-over-year.* 2017-EO6. Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the needs of Alberta learners. (2025)	2017-PM1. Composition of the student body: proportion of Alberta students from outside Edmonton (2018/19: 31.1% undergraduate; 35.7% graduate); proportion of students from out-of-province (2018/19: 26.9% undergraduate; 60.5% graduate); and percentage of Indigenous students (target: Indigenous student population is proportionate to the Indigenous population in Alberta; 2018/19: 4.4%). 2017-PM3. Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25% by 2040 (2018/19: 13.1%)	Build, Objective 1

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
	and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada. (2025) 2017-P11. Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic Francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services. (2025)	*2019 update: National Recruitment Strategy Year 3 complete and KPIs for Years 2 and 3 complete.*		
2017-G4. Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity. (2025)	2017-P6. Review, improve and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples and peoples with disabilities. (2020)	2017-EO4. Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy. (ongoing, complete by 2025) *2019 update: Strategic Plan for Equity, Diversity, and Inclusivity launched; review of recruitment policies and processes underway.* 2017-EO5. Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy. (2025) *2019 update: enhanced demographic data collection underway to support benchmarking.*	2017-PM2. Composition of faculty and staff: gender (target: 43% female professoriate by 2025; 2018/19: 38%), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status. Note: Data are only available for continuing, operating-funded positions; broader data collection and target setting are under development. Data are self-reported.	Build, Objective 2, 3

Affordability

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G6 updated to: 2019-G6. Ensure robust student financial support in the context of financial stewardship to sustain, enhance,	2017-P1. Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support (2025)	2019-EO1. Enhanced tracking and reporting on student merit-based and needs-based awards. (2018) **Completed** *2019 update: Provided almost $63 million in needs-*	2019-PM1. Student Financial Aid Report 2017-PM2 updated to: 2019-PM1. Financial sustainability. The university reports on financial sustainability through numerous	Sustain, Objective 22

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
promote and facilitate the university's core mission and strategic goals. (2020)	2017-P2. Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information and access to shared, reliable institutional data. (2018) **Completed**	based student aid in 2017/18. Continued enhancements to Annual Student Financial Supports Report; implementing mechanisms for enhanced cost transparency for international students. 2017-EO3. Continued optimization of the university's financial resources, including the management of endowments, to support long-term student affordability and institutional sustainability. (2020) *2019 update: Joint tuition and budget consultation mechanism with students in place; new budget model, budgeting system, and multi-year planning framework in development and implementation.*	established mechanisms, notably the Audited Financial Statements.	
2017-G7. Continue to build and support an integrated approach to social, economic and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building and the operations that support them. (2020) **Completed**	2017-P3. Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability. **Completed**	2017-EO2. Continued advancement of the three pillars of sustainability: environmental, economic and social, through action to "green" U of A activities, reduce energy demands and promote sustainability across all university activities. (2020) **Completed** *2019 update: Fully integrated physical sustainability functions into operational units; broad range of sustainability-related research and teaching in place, supported through the Sustainability Council.*	2017-PM1. STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating (2017: Gold rating achieved).	Sustain, Objective 20
2017-G5. Removed – capital and information technology priorities are addressed in relevant appendices.				

Quality

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G8. Build a portfolio of Signature Areas of Research and Teaching Excellence where the University of Alberta is, or will be recognized, as a global leader. (2017-20)	2017-P1. Develop a process to identify and support established and emerging Signature Areas of Research and Teaching Excellence. (2018) **Completed** 2018-P1. Identify governance and oversight mechanisms for	2017-EO1. Defined process identifying "signature", as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future. (2017) *2019 update: university endorses three Signature Areas of Research and Teaching: Precision Health,*		Excel, Objective 12

	Signature Areas of Research and Teaching Excellence including review cycles and processes. (2020)	*Energy Systems, and Intersections of Gender.*		
2017-G9. Enable University of Alberta researchers to succeed and excel. (2020)	2017-P8. Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community. (ongoing)	2017-EO2. Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF). (2027) **Completed** 2017-EO6. A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales. (2020) *2019 update: Research impact evaluation underway; three Signature Areas of Research and Teaching endorsed; International Strategic Plan being finalized.*	2017-PM3. Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5; 2016/17: ranked 5). 2017-PM4. Citation impact. Targets not established. 2017-PM7. Research and teaching awards (Canada Research Chairs – CRCs – and 3M Teaching Awards) (Targets not established; Jan 2019, ranked fifth in CRCs)	Excel, Objective 13
2017-G10. Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration. (2020)	2017-P4. Identify and remove systemic barriers to interdisciplinary collaboration and where necessary, expand or create policies, resources, infrastructure and strategies to encourage and reward academic and administrative partnerships and collaborations. (2017-20)	2017-EO7. Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan and a review of best practices. (2017-20) *2019 update: Vice-President (Research) exploring ways to incent interdisciplinary research and programs; establishment of internal seed grants.*		Engage, Objective 17
2017-G11. Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and	2017-P7. Attract and retain a diverse complement of faculty and postdoctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors. (ongoing)	See Accessibility, 2017-EO4, 2017-EO5.	2017-PM6. Incremental increase in proportion of professoriate at rank of Assistant Professors (target: 21% of faculty members at the rank of Assistant Professor by 2021; 2017/18: 19%).	Build, Objective2

diverse academy. (2025)				
2017-G12. Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. (2020)	2018-P2. Develop global competency in our graduates through more access to short and long-term outbound international experiences. (ongoing) 2017-P2. Increase students' experiential learning through mutually beneficial engagement with community, industry, professional and government organizations locally, nationally and internationally. (2019) 2017-P3. Expand professional development opportunities for graduate students and post-doctoral fellows. (2019)	2017-EO3. Implementation of a Good Supervision awareness campaign and Graduate Student Management System, encouraging collegial models of supervision and mentorship. (2017-18) *2019 update: Launched Mentorship Academy workshop series and "Great Supervisor" awards for graduate student supervisors.* 2017-EO4. Increased access to, and use of, professional development (PD) opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market. (2018) *2019 update: Graduate Teaching & Learning Program re-launched; resource seconded to focus on post-doctoral fellow PD.* 2017-EO5. Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory and informational resource for students. (2017-19) *2019 update: Inventory of experiential learning opportunities complete; 16% of undergraduates participated in education abroad experience in 2017-18.*	2017-PM2. Student-reported participation in High-Impact Practices *(National Survey of Student Engagement- NSSE).* Note: NSSE is currently administered in three-year intervals; latest administration was in 2017 (2017: 83.9%). 2019-PM1. Student-reported citizenship development (NSSE) (2017: 84.9%) 2017-PM5. Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey-GOS) (2016: 94%).	Experience, Objective 7
2017-G13. Inspire, model and support excellence in teaching and learning. (ongoing)	2017-P5. Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels. (2020) 2017-P6. Provide robust supports, tools and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable and meaningful across disciplines. (2017-20)	2017-EO8. Increased instructor access to training and mentorship and uptake of new models for instructional design, assessment and teaching by the professoriate. (2017-20) *2019 update: Expansion in Centre for Teaching and Learning to build capacity.*	2017-PM1. Student-reported experience with faculty *(National Survey of Student Engagement- NSSE)* and graduate student satisfaction *(Canadian Graduate and Professional Student Survey-CGPSS).*	Excel, Objective 14

Coordination				
Goals	**Priority Initiatives**	**Expected Outcomes**	**Performance Measures**	
2017-G14. Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations. (2017-20)	2017-P1. Provide leadership in Alberta's post-secondary sector and support integration, collaboration and partnership across the province's six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT. (ongoing) 2017-P2. Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success. (ongoing) 2017-P3. Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research and where possible, coordinate, streamline and deliver shared systems, services and processes to the benefit of all Albertans. (ongoing)	2017-EO1. Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions. (ongoing) *2019 update: Co-chair of the Post-Secondary Occupational Health and Safety Team to share experiences and resources across Campus Alberta related to the Occupational Health and Safety Act.* 2017-EO2. Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C). (2020) *2019 update: Examples include Future Energy Systems, a ten-year, $75 million collaboration; Precision Health; GreenSTEM; Alberta Cannabis Research & Innovation Network; Rupertsland Centre for Metis Research.*		Engage, Objective 14
2017-G15. Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. (2017-20)	2017-P5. Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus. (2017-20) 2017-P6. Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. (2017-20)	2017-EO4 updated to: 2019-EO1. Enhancement of inter-campus connections and community access to University of Alberta campuses (2020) *2019 update: Consultation on inter-campus relationships undertaken.*	2017-PM2. Development of action plan for leveraging multi-campus environment	Engage, Objective 9

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G16. Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections. (2021 and ongoing)	2017-P4. Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems). (2020)	2017-EO3 updated to: 2019-EO2. Development of a Community Engagement Consultation to inform development of an institutional community engagement plan. *2019 update: Community Engagement Consultation launched.*	2017-PM1. Moved to Quality.	Engage, Objective 16
2017-G17. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. (ongoing)	2017-P7. Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration. (ongoing)	See Accountability, 2019-EO1)		Sustain, Objective 21

Accountability

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G18. Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and its many	2017-P1. Develop a set of equitable, meaningful and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them. (2018) **Completed, as reflected in CIP Performance Measures and in annual reports to the Board of Governors** 2017-P2. Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and	2017-EO1. Enable the university to satisfy accountability requirements and expectations for key stakeholder communities. (ongoing) *2019 update: Ongoing work to deliver clear, evidence-based communications.* 2017-EO3. Increased community awareness of the university and its social, economic and historical contributions to the province, the country and the world. (2019) *2019 update: Evaluation exercise underway.*	2017-PM1. Media impact: mentions. Media impact measures assist in evaluating the university's performance in communicating its value and contributions to the community at large.	Build, Objective 6

stakeholders. (2019)	societal benefits to all Albertans, as well as to national and international partners and stakeholders. (2019)	2017-EO4. Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university. (2021) <mark>2019 update: Broad portfolio of community and alumni engagement activities in place.</mark>		
2017-G19. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni and community members the efficient and careful use of public and donor funds. (2020)	2017-P3. Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research and community engagement. (2019)	2017-EO2. Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives. (2019) <mark>2019 update: Adopted more transparent presentation of institutional budget; new budget model, budgeting system, and multi-year planning framework in development and implementation.</mark>	2017-PM2. Financial stewardship. The university's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship. Operational efficiency is reported under Affordability (PM2).	Sustain, Objective 21, 22

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

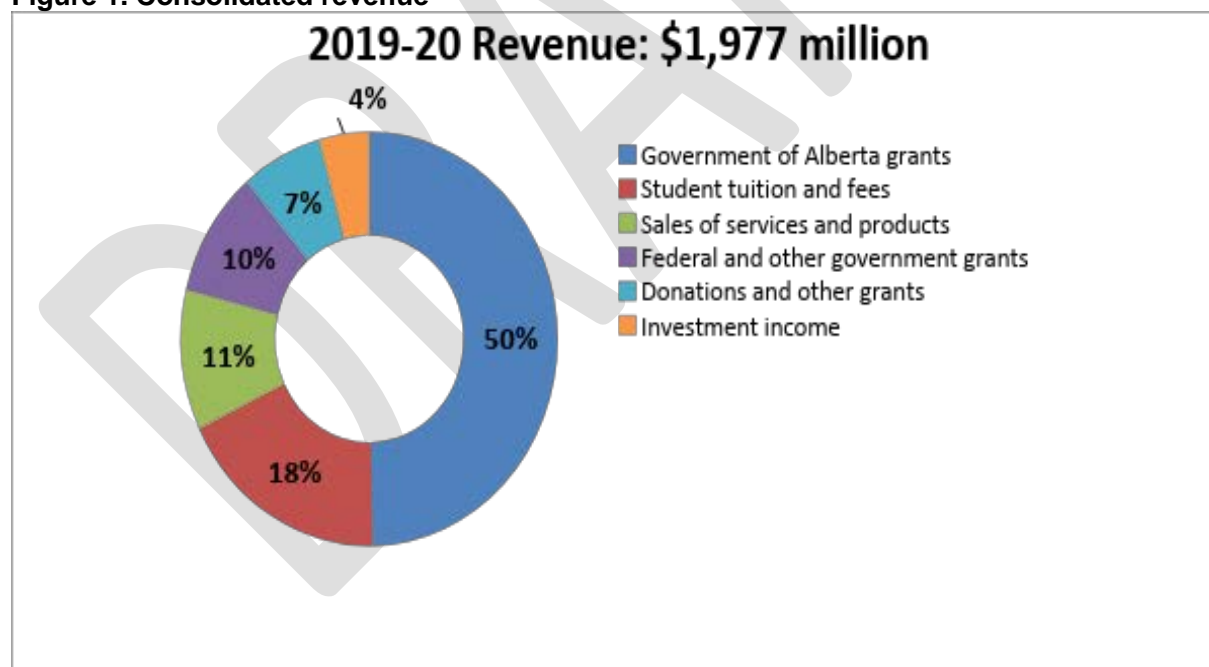# APPENDIX A: FINANCIAL AND BUDGET INFORMATION

OVERVIEW

The 2019-20 budget was approved by the Board of Governors on March 15, 2019.

At the time of budget preparation, there was the potential for a change in government with the upcoming election, and therefore uncertainty surrounding funding and when a provincial budget would be tabled and approved. Given that, the university has developed the budget with the assumptions of no increase in the Campus Alberta grant, and no tuition backfill beyond what was provided by the province for 2018/19. Additionally, the assumption was made that the Infrastructure Maintenance Program funding would remain at the same level as 2018/19 (at $34.9 million) and that all prior capital funding announcements made by government would proceed as approved in the Government of Alberta Capital Plan.

The Statement of Operations by both Function and Object is presented in Table 2 and 3, and the Statement of Cash Flows is presented in Table 4. All statements have been prepared under Public Sector Accounting Standards.

CONSOLIDATED REVENUE

Figure 1. Consolidated revenue

2019-20 Revenue: $1,977 million

- Government of Alberta grants — 50%
- Student tuition and fees — 18%
- Sales of services and products — 11%
- Federal and other government grants — 10%
- Donations and other grants — 7%
- Investment income — 4%

Government of Alberta grants
Government of Alberta grants are the largest source of funding for the university's activities. These grants are budgeted to be $983.1 million or 50 per cent of consolidated revenues in 2019/20.

The Campus Alberta grant is the largest of these grants, and represents the greatest share of the university's operating fund revenues. The Campus Alberta grant (base grant) is budgeted to be $671.3 million in 2019/20 which is unchanged from the 2018/19 fiscal year.

Beyond the Campus Alberta Grant, this category also includes all research, capital, and special purpose funding from the Government of Alberta. The majority of these revenues are expected to remain relatively stable in the upcoming years.

Federal and other government grants

Federal and other government grants are budgeted to be $196.3 million or 10 per cent of consolidated revenues in 2019/20. Federal and other government grants include all revenues from the Canadian federal government, provincial governments and institutions outside Alberta, municipal governments, and foreign governments. This revenue largely reflects restricted funding received by the university in support of its research mandate.

Student tuition and fees

Student tuition and related fees are budgeted to be $359.1 million or 18 per cent of consolidated revenues in 2019/20. Tuition and related fees include all instructional fees, international differential fees, mandatory non-instructional fees, and non-credit fees.

Tuition rates for 2019/20 are based on regulation from the Ministry of Advanced Education, meaning there is no increase in tuition for domestic students or mandatory non-instructional fees. International tuition was increased by 2.77 per cent, equal to the university's expected cost increase.

For the following two years domestic student tuition was assumed to increase by CPI and international student tuition was assumed to increase at the same rate as 2019/20.

Table 1 below provides typical tuition rates for both domestic and international students enrolled in undergraduate and graduate programs. It is also worth noting that university tuition can vary significantly from course to course and program to program.

TABLE 1 Budgeted Tuition Rates

	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-21 Projection	2021-22 Projection
Canadian Citizens and Permanent Residents					
UNDERGRADUATE:					
3-credit course weight (fi = 6)	532.08	532.08	532.08	542.72	553.58
6-credit course weight (fi = 12)	1,064.16	1,064.16	1,064.16	1,085.44	1,107.15
GRADUATE:					
Thesis, full-time	3,662.40	3,662.40	3,662.40	3,735.65	3,810.36
International Students					
UNDERGRADUATE:					
3-credit course weight (fi = 6)	2,100.96	2,166.84	2,226.72	2,288.40	2,351.79
6-credit course weight (fi = 12)	4,201.92	4,333.68	4,453.44	4,576.80	4,703.58
GRADUATE:					
Thesis, full-time	7,279.32	7,279.32	7,480.68	7,687.89	7,900.85

The risk associated with tuition revenues is deemed high due to a number of factors. Tuition revenues are a product of factors including student volumes, faculty and program mix, and tuition rates. The university requires the ability to adjust these factors to respond to student demand, cost increases, and academic priorities.

Beginning with the 2020/21 academic year, Bill 19 and its supporting regulations will govern domestic tuition rates (capping increases at CPI), and introduce a new framework for international tuition which guarantees rates for the duration of an academic program.

Sales of services and products
Sales of services and products are budgeted to be $215.9 million or 11 per cent of consolidated revenues in 2019/20. A large portion of sales of services and products are generated through the university's ancillary operations, which include parking services and residence services. In addition, sales of services and products include other faculty-generated revenues.

Donations and other grants
Donations and other grants are budgeted to be $138.1 million or 7 per cent of consolidated revenues in 2019/20. These are contributions made to the university, primarily the faculties, by various associations, foundations, businesses, and individuals.

Investment income
Investment income is budgeted to be $84.7 million or 4 per cent of consolidated revenues in 2019/20. Investment income includes interest income, dividends, realized gain/loss on equities and bonds, and foreign exchange gain/loss.
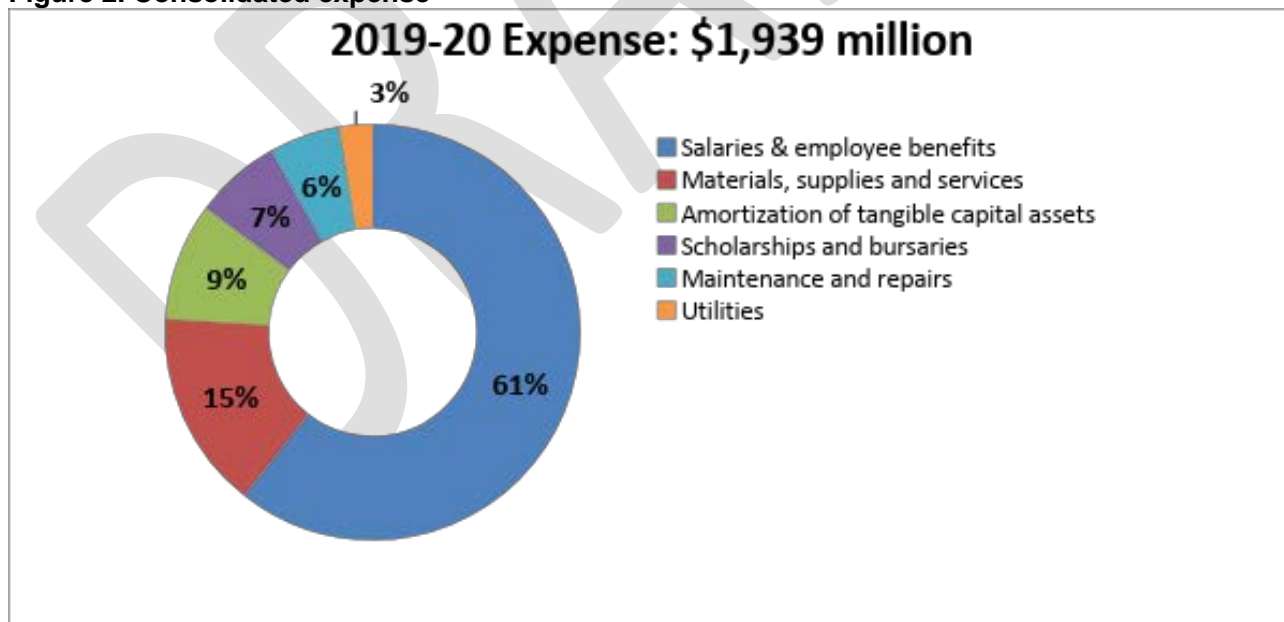
Revenue decline mitigation strategies
The vast majority of the university's operating revenues are controlled by government. To the extent that legislation and government authority permits the university to increase tuition, these levers may be applied.

The risk associated with alternative revenue sources remains high. The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding and tuition revenue limitations. However, the government has delayed the ability of the university to operationalize its land trust and has delayed approvals of academic initiatives that could generate new sources of revenue.

EXPENSE

Figure 2. Consolidated expense

2019-20 Expense: $1,939 million

- Salaries & employee benefits — 61%
- Materials, supplies and services — 15%
- Amortization of tangible capital assets — 9%
- Scholarships and bursaries — 7%
- Maintenance and repairs — 6%
- Utilities — 3%

Salaries and benefits
Salaries are budgeted to be $976.4 million or 51 per cent of consolidated expenses in 2019/20. And benefits are budgeted to be $199.1 million or 10 per cent of consolidated expenses in 2019/20.

The risk associated with salary is deemed high as it represents the university's single largest expenditure and is subject to a negotiated process. At the time of budget development, the Association of Academic Staff University of Alberta (AASUA) was in negotiations with the university to achieve a new collective bargaining agreement for July 1, 2018 through June 30, 2020. Negotiations with the Non-Academic Staff Association (NASA) will commence in the spring of 2019 as the current agreement expires on March 31, 2019.

The risk associated with benefit and pension plans is also considered high. Benefit and pension plan costs are increasing at rates well above the university's capacity to increase revenue. Without changes to the benefit and pension plan structures, annual increases will continue to put pressure on the university's budgeted expenditures.

Materials, supplies, and services

Materials, supplies and services are budgeted to be $298.6 million or 15 per cent of consolidated expenses in 2019/20. These expenses are represented by categories such as lab supplies and services, travel expenses, professional services, custodial services, and other fees.

Scholarships and bursaries

Scholarships are budgeted to be $130.1 million or 7 per cent of consolidated expenses in 2019/20. A majority of these expenses are funded from the spending allocations of specified endowments, to be awarded as scholarships, bursaries and prizes.

Maintenance and repairs

Maintenance and repairs are budgeted to be $107.1 million or 5 per cent of consolidated expenses in 2019/20.

The assumption has been made that the Infrastructure Maintenance Program (IMP) funding remains at the same level as 2018/19 (at $34.9 million).

The university's deferred maintenance liability related to buildings and infrastructure continues to increase and the related risk is deemed as high. The increase in IMP funding in 2018/19 has allowed for remediation of additional priority deferred maintenance items. For 2019/20, stable IMP funding will be of assistance although is not sufficient to keep pace with the growth in deferred maintenance.

Utilities

Utilities are budgeted to be $50.2 million or 3 per cent of consolidated expenses in 2019/20.

Natural gas and electricity rates were developed based on current forward pricing strategies. Additionally, the Carbon Competitiveness Incentive Regulation (introduced in Alberta as of January 1, 2018) was fully implemented to incorporate the carbon cost associated with the university heating plant and power generation activities, assuming a $30 per ton carbon levy.

Amortization of tangible capital assets

Amortization is budgeted to be $178.0 million or 9 per cent of consolidated expenses in 2019/20.

Under Public Sector Accounting Standards, amortization is an annual expense that is calculated based on the estimated useful life of the capital asset. These assets include buildings, equipment, furnishings and systems, and learning resources.

Expenditure increase mitigation strategies

With limited ability to control or increase university revenues, our main mitigation strategies must necessarily focus on expense reduction.

As such, the university exercises caution in adding permanent staff positions. Any compensation changes must be negotiated with bargaining agents. The vast majority of the university's employees are

unionized. To manage benefits costs, the university looks to achieve efficiencies with its benefit carriers, and work with the university-union benefit committees to review plan design.

In the area of deferred maintenance, the goal is to augment IMP funding with operating dollars to increase the total spend on deferred maintenance. Over the long term the university is looking at opportunities to increase space utilization, and retire buildings where it no longer makes sense to upgrade them.

Overall the university is examining administrative processes seeking cost and quality improvements, recognizing that the priority is to support the academic and research mission of the university.

BUDGETED FINANCIAL STATEMENTS

TABLE 2 Budgeted Consolidated Statement of Operations by Function
For the Years Ending March 31
(thousands of dollars)

	2017-18	2018-19		2019-20	2020-21	2021-22
	Actual	Budget	Forecast	Budget	Projection	Projection
Revenue						
Government of Alberta grants	$ 955,344	$ 1,021,681	$ 1,000,999	$ 983,086	$ 971,503	$ 973,463
Federal and other government grants	196,782	190,510	204,393	196,265	203,299	211,404
Student tuition and fees	336,129	341,218	353,970	359,053	365,156	363,478
Sales of services and products	215,471	218,863	211,148	215,928	220,090	226,442
Donations and other grants	153,900	115,244	143,641	138,061	142,494	148,286
Investment income	72,098	70,984	83,327	84,682	84,788	84,493
Total revenue	**1,929,724**	**1,958,500**	**1,997,478**	**1,977,075**	**1,987,330**	**2,007,566**
Expense						
Learning	1,150,308	1,193,670	1,169,072	1,185,044	1,180,979	1,193,125
Research	463,422	509,567	489,597	506,125	524,693	544,244
Facility operations and maintenance	175,062	136,471	171,347	157,783	147,365	148,536
Ancillary services	88,132	104,436	91,843	90,374	91,583	92,547
Total expense	**1,876,924**	**1,944,144**	**1,921,859**	**1,939,326**	**1,944,620**	**1,978,452**
Annual operating surplus	**$ 52,800**	**$ 14,356**	**$ 75,619**	**$ 37,749**	**$ 42,710**	**$ 29,114**

TABLE 3 Budgeted Consolidated Statement of Operations by Object

For the Years Ending March 31

(thousands of dollars)

	2017-18 Actual	2018-19 Budget	2018-19 Forecast	2019-20 Budget	2020-21 Projection	2021-22 Projection
Revenue						
Government of Alberta grants	$ 955,344	$ 1,021,681	$ 1,000,999	$ 983,086	$ 971,503	$ 973,463
Federal and other government grants	196,782	190,510	204,393	196,265	203,299	211,404
Student tuition and fees	336,129	341,218	353,970	359,053	365,156	363,478
Sales of services and products	215,471	218,863	211,148	215,928	220,090	226,442
Donations and other grants	153,900	115,244	143,641	138,061	142,494	148,286
Investment income	72,098	70,984	83,327	84,682	84,788	84,493
Total revenue	**1,929,724**	**1,958,500**	**1,997,478**	**1,977,075**	**1,987,330**	**2,007,566**
Expense						
Salaries	944,064	992,918	969,378	976,351	976,987	981,247
Employee benefits	192,156	193,909	190,510	199,075	201,832	211,710
Materials, supplies and services	270,994	310,552	285,291	298,588	302,473	308,913
Maintenance and repairs	125,318	92,566	121,972	107,061	99,219	102,985
Scholarships and bursaries	120,039	116,417	125,623	130,124	135,244	140,544
Utilities	52,214	55,904	49,503	50,174	49,264	48,459
Amortization of tangible capital assets	172,139	181,878	179,582	177,953	179,601	184,594
Total expense	**1,876,924**	**1,944,144**	**1,921,859**	**1,939,326**	**1,944,620**	**1,978,452**
Annual operating surplus	**$ 52,800**	**$ 14,356**	**$ 75,619**	**$ 37,749**	**$ 42,710**	**$ 29,114**

TABLE 4 Budgeted Consolidated Statement of Cash Flows
For the Years Ending March 31
(thousands of dollars)

| | 2017-18 | 2018-19 | | 2019-20 |
	Actual	Budget	Forecast	Budget
Operating transactions				
Annual surplus	$ 105,980	$ 33,443	$ 75,619	$ 37,749
Add (deduct) non-cash items:				
Amortization of tangible capital assets	172,139	181,878	179,582	177,953
Expended capital recognized as revenue	(111,753)	(116,691)	(116,691)	(116,411)
Gain on sale of portfolio investments	(57,515)	(15,000)	(34,027)	(57,788)
Loss on disposal of tangible capital assets	4,443	-	-	-
Decrease in employee future benefit liabilities	(13,286)	(15,903)	(24,682)	(26,233)
Change in non-cash items	(5,972)	34,285	4,182	(22,479)
Increase in accounts receivable	(9,961)	(3,975)	(2,604)	(3,271)
(Increase) decrease in inventories held for sale	302	(73)	(40)	(50)
Increase in accounts payable and accrued liabilities	349	4,972	3,051	3,834
Increase (decrease) in deferred revenue	(12,404)	20,226	(4,349)	21,570
(Increase) decrease in prepaid expenses	(782)	(200)	(136)	(170)
Cash provided by (applied to) operating transactions	**77,512**	**88,677**	**75,723**	**37,183**
Capital transactions				
Acquisition of tangible capital assets	(194,994)	(216,930)	(150,825)	(188,945)
Cash applied to capital transactions	**(194,994)**	**(216,930)**	**(150,825)**	**(188,945)**
Investing Transactions				
(Purchases) of portfolio investments, net of sales	(14,493)	11,428	(33,581)	84,288
Cash provided by (applied to) investing transactions	**(14,493)**	**11,428**	**(33,581)**	**84,288**
Financing Transactions				
Debt - new financing, net of (debt repayment)	99,744	164	(15,772)	(14,703)
Increase in spent deferred capital contributions	87,541	122,277	68,100	75,360
Cash provided by financing transactions	**187,285**	**122,441**	**52,328**	**60,657**
Increase (decrease) in cash and cash equivalents	**55,310**	**5,616**	**(56,355)**	**(6,817)**
Cash and cash equivalents, beginning of year	18,768	12,035	74,078	17,723
Cash and cash equivalents, end of year	**$ 74,078**	**$ 17,651**	**$ 17,723**	**$ 10,906**

APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

The strength of the University of Alberta is the quality and diversity of its people, programming, research, and resources. The U of A remains committed to attracting outstanding undergraduate and graduate students, post-doctoral fellows, and professors from Alberta, across Canada, and abroad. Our academy represents and contributes to Canada's and Alberta's cultural diversity and is an inclusive community that values the perspectives of all genders, Indigenous peoples, under-represented groups, and people from rural and northern communities. Along with an exceptional professoriate and highly-skilled technical and professional staff, these individuals create an integrated environment of teaching, learning, research, and creative activities. The U of A aims to provide enriched and transformative student experiences, resulting in graduates who are engaged global citizens, prepared to contribute to the social and economic well-being of the province, the nation, and the world.

Access to programs at the U of A evolves in response to student demand, workforce needs, and the availability of resources. The University of Alberta values its relationships with other Campus Alberta institutions and continues to engage in productive inter-institutional collaborations supporting transfer and learner mobility.

Programs listed in the table below are drawn from the Provider and Program Registry System (PaPRS). It is important to note that there is not perfect alignment between the programs listed in PaPRS and those listed in the university calendar. There are a number of historical and systems-related reasons for this incongruity, but university staff and staff from Advanced Education are collaborating to create better alignment. Please also note that since the submission of the 2018 CIP, thesis-based graduate FLEs were restated by Advanced Education based on a revised load value of 30 credits.

While the table below provides enrolment figures and projections for all programs, as per the government's CIP guidelines, enrolment targets are provided at a faculty level. In most cases, the university does not manage enrolment to a specific target or quota by program. Rather, enrolment is managed to an overall faculty-level target. This allows individual programs to respond dynamically to changes in demand, supporting the growth and sustainability of emerging areas of study. This approach also allows students greater flexibility to change programs within the same faculty as they refine their interests and educational goals. It also allows faculties to manage the evolution of their programs, starting new ones and phasing out old ones without affecting overall enrolment numbers at the faculty level. Over the 2019-2022 period, the university does not expect significant shifts in our enrolment mix.

The University of Alberta has continued to experience significant increases in application pressure over the past four years, seeing a 20 per cent increase in the number of undergraduate applicants since 2015. During this period, our program capacity has remained constant. To avoid over-enrolment, only the most qualified students are offered admission. Effective enrolment management has held our institutional enrolment close to CIP targets, despite this ongoing increase in application pressure. Several faculties have the capacity to enroll beyond current targets, if funded.

While enrolment trends can be difficult to predict, early indicators and demographic trends suggest that this past year's unprecedented demand for seats at the University of Alberta will likely continue for the next several years. Our own projections for enrolment are flat (i.e., not increasing) because at the time of writing there is no plan or mechanism in place to meet the anticipated need to accommodate 90,000 new spots across the provincial system, based on current demographic trends in Alberta. Whereas Alberta boasts one of the youngest populations in Canada, it unfortunately does not have sufficient room in the post-secondary system to support their educational needs. As the largest university in the province, and with the heightened demand for university seats in particular, the U of A's likely share of that enrolment pressure is about 30,000 seats. The U of A hopes to participate in the planning of the mechanism to meet

this educational demand before the province loses these students to other jurisdictions in Ontario and British Columbia.

International enrolment, reported here as per the CIP guidelines, varies widely across programs, especially between undergraduate and graduate programs. This year, there was once again significant growth in international demand and we have now reached our institutional goal of 15 per cent for international undergraduate enrolment. The university remains committed to balancing the provision of access for Alberta students with out-of-province and international populations, while at the same time, improving access for Indigenous students.

International enrolment within individual programs is driven by a variety of factors, including, in many cases, specific arrangements with governments in foreign countries. Graduate programs tend to have a higher proportion of international enrolment than undergraduate programs. This is consistent with other major research universities and reflects the university's contribution to attracting outstanding future researchers, innovators, and professionals to Alberta. Graduate students pursue advanced degrees based on where they can work with key scholars, or in internationally known programs. A large majority of international students will remain in Alberta post-graduation. According to the *2018 Graduate Outcomes Survey* of students who graduated in 2016, 61 per cent of Alberta students who lived outside Canada at the time they applied to school remained in Alberta after graduation. At the U of A in particular, more than 70 per cent of international PhD students who entered the U of A between 2004 and 2006 had become Permanent Residents or citizens of Canada by the time they graduated.

The university's initiatives to support the recruitment and retention of under-represented communities, including Indigenous students, are described in Appendix D. In 2018/19, the proportion of Indigenous enrolment in our overall undergraduate population hit a record high of 3.7 per cent. The number of self-identified Indigenous students increased 8.7 per, to a total of 1,175 students. Much of the growth can be attributed to the 21.3 per cent increase in Indigenous applicants in the latest enrolment cycle, which was followed by an 11.4 per cent increase in new Indigenous admissions.

The university anticipates submitting the following new program proposals for approval in the coming years:

- Executive Master of Engineering in Electrical Energy Systems
- Course-based Master of Computing Science
- Course-Based MSc in Data Science
- Master of Jurisprudence in Engineering Law
- Master of Environmental Management and Conservation
- Graduate Certificate in Accounting
- Graduate Certificate in School Leadership
- Graduate Certificate in School Leadership and Administration (in French)
- Graduate Certificate in Communications and Technology
- Graduate Certificate in MR in Radiation Therapy
- Health Care Aide Diploma

The university anticipates submitting requests for the termination of:
- Bachelor of Science in Mathematical Sciences
- Bachelor of Kinesiology in Cultural and Managerial Study of Sport and Leisure
- Bachelor of Kinesiology in Activity and Nutrition
- Bachelor of Education in Adult Education
- Bachelor of Education in Adult Vocational Education
- Bachelor of Education in High School Vocational Education

The university anticipates submitting a request for a name change to the Bachelor of Management in Business Economics.

APPENDIX C: RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

APPENDIX C: RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

As one of Canada's top research-intensive institutions, the U of A leads the province in world-class research outcomes and student experiences that drive innovation and enhance social, cultural, and economic development. The university offers research and doctoral programs across seven thematic areas: humanities and fine arts, social structure and systems, science and technology, energy, environment, food and bio-resources, and health and wellness. This full spectrum of learning and inquiry positions the U of A's academy and its graduates to make the comprehensive contributions toward scientific, social, and cultural innovations needed to support Alberta's post-secondary system principles and the province's identified goals: effective resource and environmental management, a broadened economic base, and resilient and healthy individuals and communities.

The University of Alberta's ground-breaking research focuses on redefining the social, cultural, environmental, and technological contexts that will be needed in today's society and in the future. Teacher education, for example, must evolve to address new demands in schools where increased population diversity, as well as shifts in employment and industry, are influencing what and how we teach our children. Similar demographic changes are influencing the delivery of health care and health information. Increased use and fast-paced changes in communications technology are shaping how people access, consume, and critically examine information—all skills that university graduates need. Our expertise and strength attract over $500 million annually from various research funders and partners including federal and provincial government, industry, foundations, and other organizations.

At the forefront of training future researchers and innovators, the University of Alberta produces the highest-quality graduates, researchers, educators, highly-trained professionals, and skilled personnel for potential employers, ranging from social agencies, to schools, to other research-intensive universities, to industries and to public and private corporations. Research must also be recognised as an important career path in itself that supports the aspirations of individual Albertans and the province as a whole.

Over 200 graduate programs, attended by more than 7,000 graduate students and nearly 600 post-doctoral fellows, are intricately entwined with the U of A's learning, teaching, and discovery mandate. Individuals educated to the PhD level enable large-scale, visionary, and ambitious research agendas that have the potential for big-impact results. They drive innovation and research within and beyond the university, including in industrial, community, and social settings. They are key to shifting Alberta to a learning-based society that welcomes intellectual and economic diversity.

The Faculty of Graduate Studies and Research Professional Development program advances research and develops professional skills and qualities sought by employers, making the U of A's graduate students more competitive in the global market for traditional educational positions (e.g. professors), industry positions (e.g. industrial research and development), and within communities (e.g. in the public service or non-profit sector).

Our outstanding advanced research infrastructure supports and enables our faculty, students, and research trainees. We are home to Canada's second-largest research library, with over 4.7 million titles, 8.7 million volumes, and access to over 1.3 million e-books, over 1,700 databases, and over 40,000 items. NanoFAB is a micro/nano fabrication and characterization facility supporting academic and industry R&D; it is the largest such academic based nanotech centre by active user base and available tools in Canada. The U of A also boasts Alberta Cell Therapy Manufacturing, a multi-use GMP cell therapy manufacturing and training facility, the only such facility in Western Canada and only one of five in Canada.

The University of Alberta is committed to promoting equity, diversity, and inclusivity (EDI) throughout the research enterprise. Our new Strategic Plan for EDI commits to developing guidelines and resources to support EDI considerations in research, including in managing research teams, and the university is developing guidelines on respectful research engagement with Indigenous communities. A new demographic survey of faculty and staff, to be launched in 2019/20, will aid in establishing benchmarks for improved diversity across the academy.

STRATEGIC RESEARCH PRIORITIES

Future Energy Systems
Future Energy Systems (FES) is a seven-year, $75 million research program, currently with nearly 100 projects, more than 125 researchers, and more than 440 graduate students, post-doctoral fellows, and other highly-qualified personnel involved. Future Energy Systems is focused on all aspects of humanity's energy transition, including improvement of hydrocarbon energy technologies, reduction of their environmental impacts, development of renewable energy and storage technologies, and broad analyses of social, environmental, and economic impacts of changing energy systems. Future Energy Systems is funded through the Federal Government's Canada First Research Excellence Fund, which was established to help Canadian postsecondary institutions excel globally in research areas that create long-term economic advantages for Canada. FES represents a major research commitment that will support economic diversification, environmental stewardship, and effective resource management.

Artificial Intelligence
A $125 million program is cementing Canada's position as a world leader in AI by investing in attracting and retaining top academic talent, increasing the number of AI-skilled researchers and skilled graduates, establishing and building interconnection among Canada's three major hubs of AI expertise (Toronto, Montreal and Edmonton), supporting a national AI research community, and developing global thought leadership on the economic ethical, policy, and legal implications of AI. The $125 million award is being administered by the Canadian Institutes for Advanced Research (CIFAR). Our AI research and expertise involves both creation and its application, and through initiatives like the newly-funded AI Hub, we will support western Canadian businesses to leverage the university's strengths to deliver economic impacts. With one of Canada's first computing science programs, over the past 20 years the U of A has consistently ranked in the top three Canadian universities in AI. Our machine learning research is driving new health technology such as smart artificial limbs and easy, portable, and low-cost diagnostics for cancer, malaria, and tuberculosis. And in the case of water, we are working with Drayton Valley's water treatment facility to optimize water filtration while minimizing energy use, without sacrificing water quality.

Signature Areas of Research and Teaching
Beginning in 2017, the university launched an internal process to define its signature areas of research and teaching–these are areas in which the University of Alberta is a global leader, displaying distinction and distinctiveness; and where there are opportunities for multi-disciplinary innovation in both research and teaching. The intent of designating signature areas to recognize areas of strength, incent and encourage new forms of multidisciplinary collaboration, attract major external funding, and develop novel courses and programs to the benefit of current and future students. The university announced its first three signature areas in September 2018, and the next year will see these each of these launch specific programs of activity.

Signature Area: Energy Systems
With over 500 researchers across 18 faculties, including 21 Natural Sciences and Engineering Research Council of Canada (NSERC) Industrial Research Chairs, two Canada Excellence Research Chair (CERC) Laureates, and 22 Canada Research Chairs (CRCs), Energy Systems (ES) builds on the U of A's strength as a national leader in energy-related research and teaching. Energy Systems focuses on responsible, full-cycle energy systems development, management, and adaptation to sustain society and the environment.

Specific areas of focus include:

- **Energy:** Intergenerational energy transitions and enabling technologies and knowledge; and responsible resource development and energy systems integration
- **Environment:** Comprehensive, integrative environmental stewardship; and integration of responsible environmental care at every life-cycle stage
- **Society:** Cultural and societal relationships to energy and the environment; engagement with stakeholders and communities; resource policy, ethics, governance; and innovative, cross-disciplinary educational and outreach programs

Signature Area: Intersections of Gender

Boasting some of the university's most distinguished researchers, including eight members of the Royal Society of Canada, two Killam laureates, two Trudeau Fellows, five Canada Research Chairs, one University Cup holder, three Tory Chairs, two Distinguished University Professors, two Killam Annual Professorships, five Kaplan/Piper Research Excellence Awards, 11 Faculty of Arts Research Excellence Awards, numerous Killam doctoral Fellowships, and a Canada 150 Chair, the U of A is undeniably a Canadian leader in the field of intersectional gender research.

Intersections of Gender builds upon existing research excellence across faculties and disciplines. Its goal is to make the University of Alberta a globally-recognized leader in intersectional gender-themed research that advances innovation and collaboration across disciplines and helps to respond to local, national, and global challenges–examples include examining the ways popular representations of science and scientists discourage women from pursuing careers in STEM fields, researching the employment barriers newcomers to Canada face in the professions, and analyzing accelerating incarceration rates among Indigenous women. Initial focus areas include growing mentorship and teaching across women, visible minorities, Indigenous persons, and persons with disabilities, and engaging communities across all sectors (non-profit, government, corporate).

Signature Area: Precision Health

Precision Health (PH) is an emerging health care delivery model focused on using data to inform improvements in health promotion, earlier detection of disease, and more precise disease and disability management. Recognition of individual variability in genes, environment and lifestyle has led to the ability to refine (personalize) diagnosis and treatment. The PH model is driven in part by new technologies—including those in omics (genomic, transcriptomic, glycomic, metabolomic), biological and data sciences—that have led to revolutionary discoveries that are changing the way diseases and disabilities are understood, diagnosed, categorized, and treated. PH also includes Precision Public Health, which is the study of population data to deliver approaches to disease prevention, health promotion, rehabilitation, and reduction of health disparities in populations.

The university's PH initiatives span the key components of the precision health ecosystem:
- Research and discovery
- Development and validation
- Evidence development and commercialization
- Integration, knowledge transfer, and practice

INTERNATIONAL RESEARCH COLLABORATION

International research improving Alberta's economy, education, technology, health, and society. The extensive connections that U of A researchers have developed with leading universities create access for our students to learn in state-of-the-art facilities around the world, positioning students to be leaders in academic, government and industry, as well as entrepreneurs. U of A's research collaborations offer Alberta's next generation of leaders the opportunity to excel through international experiences that are otherwise unavailable.

Global engagement is vital to high-quality research efforts.. The development of multi-national research networks expands institutional capacity to address global issues in robust and efficient ways. Creative

solutions to complex problems can be readily shared across communities and nations through collaborations with other academic organizations, businesses and industry, non-profits, and government agencies. The university carefully assesses and implements robust risk management strategies in association with each of its international partnerships, collaborations, and other programs, attending to an array of nation-specific and general international risks. By identifying and establishing key collaborations, the University of Alberta's global research projects include big data, heritage, low carbon energy, and ecosystem and resource informatics:

- The Canada Learning Initiative in China offers hands-on experimentation in the world-class facilities of Shanghai Jiao Tong University for the U of A's undergraduate students, providing experiences that directly shape students' future academic paths in unexpected, innovative ways.
- The university's Alberta Technical University of Munich International Graduate School for Hybrid Functional Materials (ATUMS, 2015-21), funded through the NSERC CREATE program, is developing a cohort of Canadian researchers with an international view of research and world-class research context training whilst training Canada's next generation of leaders in hybrid functional materials. Currently, 43 Canadian students and 19 ATUM students are enrolled.
- The Tsinghua University-University of Alberta Joint Research Centre for Future Energy and Environment, launched in spring 2017, brings together Tsinghua's Low Carbon Energy Laboratory and Future Energy Systems. It is the first China-based institute with any Canadian university. The Centre focuses on developing low-carbon, sustainable energy solutions while tackling global environmental challenges in Canada and China. Highlights include 40 research collaborations, 30 U of A grad students at Tsinghua, and 100-plus joint project reports and publications.
- The Helmholtz-Alberta Initiative (HAI) is an independent international research partnership that effectively amalgamates the scientific and technical expertise of the Helmholtz Association of German Research Centres and the University of Alberta to jointly develop solutions to key challenges in fields such as energy and the environment, ecosystem and resource informatics and health. In 2018, the Alberta Diabetes Institute at the University of Alberta and the Helmholtz Diabetes Centre at Helmholtz Zentrum München located in Munich, Germany, joined forces to establish the International Helmholtz Research School for Diabetes to provide an interdisciplinary and internationally cutting-edge scientific and training environment for future world leaders in diabetes research.
- The Worldwide Universities Network (WUN) is a leading global higher education and research network made up of 23 universities across 13 countries. In 2019, the University of Alberta will host a cohort of undergraduate students from the WUN partners for the WUN Summer School on Energy Transitions.
- The Worldwide Energy Universities Network (WEUN) is a global alliance of 22 research-intensive universities from 13 countries brought together by a shared strategic interest in energy. The network was initiated in September 2018 and will create a global platform for communication and collaboration in energy related research, innovation and education.

APPENDIX D: UNDERREPRESENTED LEARNERS

APPENDIX D: UNDERREPRESENTED LEARNERS

Under *For the Public Good*, our institutional strategic plan, the University of Alberta is committed to fostering a diverse and inclusive community of undergraduate and graduate students. Our commitment to supporting access for underrepresented learners is reflected across our portfolio of recruitment activities, student services, and financial supports. In 2019, the university formally adopted a four-year *Strategic Plan for Equity, Diversity, and Inclusivity (EDI)*. Developed through extensive engagement with our community, and with active participation from undergraduate and graduate students, the EDI strategic plan includes specific initiatives to identify any gaps in EDI-related student services and to review accommodation policies and processes. The plan also includes a range of data collection initiatives to enhance our understanding of barriers to student inclusion and to identify additional opportunities to enhance student supports. The institutional EDI plan complements and builds on a number of faculty-level plans and programs, including faculties' gender equity plans for Canada Research Chairs. Several faculties, including Engineering and Science, have implemented senior leadership positions focused on gender equity and other aspects of EDI. The university will report on progress against its EDI objectives on an annual basis.

The university continues to support access for low-income learners through the provision of robust financial supports. In 2017-18, $87 million in financial support was provided to 17,130 undergraduate students, of which almost $63 million was need-based. The University of Alberta's tuition and fees are among the lowest in the country and competitive globally.

The university actively recruits rural students. This year, we introduced Green and Gold Getaway, a new initiative to provide prospective learners from across the province to visit campus for a weekend to experience the University of Alberta. The university's investment in expanding student residence capacity directly supports access for Albertan students from outside Edmonton, and particularly rural students, and we provide a range of supports for students living in residence.

The University of Alberta provides a range of resources to support students with disabilities and students with other diverse needs. Where warranted, and without compromising its academic standards, the university will modify program course load, examination procedures, and other academic requirements to permit students with disabilities to complete their programs. Accommodations are provided through student support services, and include modifications for courses and examination. In addition, the Centre for Teaching and Learning provides support for instructors, including guidance on inclusive language and inclusive interactions and on principles of universal design in education. The university incorporates accessibility considerations into new capital construction projects, including significant renovations of existing facilities.

The university continues to welcome more applications and enrolments from Indigenous learners. The university has developed and prioritized a comprehensive institutional approach to Indigenous initiatives and support for reconciliation with Indigenous communities. In the current year, this has resulted in record Indigenous undergraduate enrolment of 1,175 students.

Indigenous students are supported through numerous mechanisms. First Peoples' House serves as a hub for Indigenous students to access support services, advisory supports, and an environment of inclusion and empowerment. The university has established an Assistant Dean, First Nations, Métis and Inuit Students to coordinate centralized services for Indigenous students. Current initiatives include the Transition Year Program (TYP) for Indigenous students who may not be prepared to enter a faculty through the regular admissions route. TYP is not an upgrading program–it is a full-time, on-campus program that sets our students up to enter a degree program in their second year. The program has both academic and cultural components and provides students with a strong network of support by getting to know other students in a small, intimate learning environment. Other initiatives include establishing a new

position to support transfer pathways with and students coming from First Nations universities and colleges to improve student mobility from these institutions, and developing Historical Trauma Informed Training for units serving students across the university. Numerous faculties have adopted Indigenous initiatives and supports (examples include specialized Indigenous student advising in the Faculty of Arts). Future institutional priorities include hiring a Vice-Provost to lead Indigenous initiatives and to lead the development of an Indigenous Strategic Plan. We recognize that while our EDI and Indigenous initiatives are closely linked and mutually supportive, they warrant distinct approaches and strategic frameworks.

Indigenous learner access is also supported by the university's outstanding academic programming. One of the newest programs at the U of A is the Ph.D. in Indigenous Studies within the Faculty of Native Studies. This condensed, three-year program is the first of its kind in North America. The university's foundational approach to supporting Indigenous learners and Indigenous scholarship is by hiring and then robustly supporting Indigenous scholars. Under-represented groups need to see themselves in institutions to aspire to new educational and career paths. Placing Indigenous scholars in the university provides this role-modeling, which is equally important to non-Indigenous learners as we strive to change stereotypical perceptions of Indigenous issues and peoples. Furthermore, the scholars also advance research and understanding in Indigenous studies, enriching the knowledge base available in the academy.

The Faculty of Native Studies is developing more land-based learning opportunities for students to engage with traditional knowledge and communities. The long established Canadian Indigenous Languages and Literacy Development Institute (CILLDI), which is joint between the faculties of Education, Arts and Native Studies, offers summer camp programs for people to learn Indigenous languages in an immersion environment. This is open to U of A students and non-U of A students, increasing outreach and capacity building.

APPENDIX E: COMMUNITY INITIATIVES AND REGIONAL STEWARDSHIP

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The University of Alberta embraces community-university engagement as foundational to achieving our mandate in teaching, learning, and research and ensuring this mandate remains relevant and responsive to the communities we serve. "Engage" is one of the five fundamental goals of the university's institutional strategic plan, *For the Public Good*.

We engage and support our communities in multiple ways, including: through community-based, mutually beneficial experiential learning that enhances course and program outcomes and supports learners' transition to employment contexts; through making U of A research and scholars accessible to the community; and through a range of research and teaching that, with community-based partners, responds to identified local or provincial needs. We also work with partners across the adult learning system to provide multiple points of access for learners and to support credentialed and non-credentialed lifelong learning.

Enhancing learner outcomes through community engagement

The university continues to strengthen its educational offerings by providing academic coursework and structured community-based experiences that improve learner outcomes. This emphasis builds student skills while serving community needs. Across the full portfolio of our experiential learning offerings, we engaged over 9,500 students in the current year.

Community-based experiential learning, in conjunction with hundreds of community partners, is integral to programs across the university. We supplement and enrich the classroom experience through offerings like internships, residencies, co-ops, service-learning, practicums, and job shadowing. These offerings support academic objectives as well as positioning our graduates for successful transition to the workforce. Through community-service learning (CSL), for example, we provide quality-assured, course-based learning to approximately 1,780 students across 78 courses and sections, taught by 51 faculty instructors, within 173 community-based organizations (2018 figures). CSL partners vary, from not-for-profit entities to schools, multicultural centres, seniors' groups, industrial partners, arts and cultural centres, health-related facilities, and more. This diversity means that students experience learning directly in their eventual career field while gaining valuable access to a network of employers. CSL is currently working with the Centre for Teaching and Learning to incorporate learning outcomes into its academic courses. CSL certificate holders will be able to articulate to graduate supervisors and employers what they know, what they can do, and what they valued from their CSL learning experience. CSL also continues to gather input for further curriculum development from community partners, ensuring the timely and accurate identification of learner and system needs.

The School of Dentistry's community clinic and other programs are also positive examples of community-engaged, mutually beneficial learning. The clinic is operated and staffed by students. Oral health care is provided at a reduced fee. In 2018, 40,000 patients were seen by dental hygiene, dentistry, and graduate students. The clinic provides care to high-needs schools in lower socio-economic areas via the annual School Visit Program and provides access to dental care to low-income children. Other programs meet identified community needs and learning experiences in rural settings.

Community-based experiential learning is also a key component to our graduate student professional development activities. The Faculty of Graduate Students and Research (FGSR) Community Volunteer (CV) program connects graduate students, academics, postdoctoral fellows, and alumni from all disciplines to students in primary and secondary schools and the greater community to share their research knowledge and experiences. Students gain valuable competencies and experiences that

expand their employability and the public is served through knowledge delivery. The Graduate Student Internship Program provides opportunities for graduate students to gain work experience through paid internships in the private, public and not-for-profit sectors, to the benefit of both students and employers.

Community engagement and partnerships supporting pathways to access

The university works with multiple partners, within and beyond the adult learning system, to support access for learners. We support student transfers across institutions, including by working directly with First Nations universities and colleges to support incoming learners, and we work with partner organizations in the public and private sectors to deliver professional education to meet employer-identified needs. Through units like the Alberta School of Business and the Faculty of Extension, we provide an extraordinary range of continuing education for learners from a range of community contexts. Appendix D contains additional discussion of our efforts to support access for under-represented learners.

Other outreach and engagement activities support innovative pathways to expand access, offering learners that might not otherwise consider post-secondary the opportunity to experience its programming. Humanities 101 is one such program. It offers free, non-credit, university-level courses to individuals who want to learn, but who may have faced economic, institutional, or social barriers to accessing formal education. HUM 101 empowers critical thinking along with a passion for lifelong learning. HUM 101 is connecting with women from correctional institutions by providing on-campus academic (non-credit) courses for them and in 2019, CSL is supporting the Faculty of Native Studies in the design of new, socially responsive courses to provide co-learning opportunities for women from local correctional centres and University of Alberta students.

At the other end of the learner spectrum, the U of A invites youth to attend USchool, a program that provides students in grades four through nine from socially vulnerable communities the opportunity to spend a week at the university. The program reinforces school curricula, and by helping youth to interact with university professors, students, volunteers, and facilities, is intended to inspire them to pursue a post-secondary education. USchool is increasing participants by up to 10 per cent in 2019/20. Indigenous schools are well represented in USchool programming, and long-term relationships are being built with these communities through additional in-school visits.

Making U of A scholars and research accessible to the community

University of Alberta scholars actively communicate their research to the public and contribute to public education and debate. We are proud of the public intellectuals, policy advisers, and thought leaders among our scholars and researchers. The University of Alberta Speakers' Bureau strives to connect these academic resources with community audiences. The Speakers' Bureau provides communities with access to U of A experts on topical subjects to facilitate conversation and provide one avenue on the road to lifelong learning.

Locally, public libraries, schools, seniors' centers, and rotary clubs seek out university scholars who can present on discoveries and subjects that may be controversial or newsworthy. Lectures, workshops, panel discussions and other formats are implemented at the request of the community. The university works with external partners to translate scholarship into public relevance through these offerings. One example is the partnership between the Edmonton Public Library and the Faculty of Graduate Studies and Research, through which we present a monthly series titled "*On the Edge*," featuring young scholars.

The 2018 Research in a Suitcase pilot with Calgary Public Library featured 13 graduate students presenting research to 700-plus learners in one afternoon. The program was introduced to rural communities during the Advancing Alberta advocacy campaign and the community requested the program for rural locations to spark post-secondary interest in young learners. Research in a Suitcase will go on the road in spring 2019. Other examples of community identified engagement are the TELUS World of Science's monthly adult-education Dark Matters events, a Science Communications Fellowship course, and the annual UAlberta Grad Student Showcase. As another example, the Faculty of Science is

launching an online Scientific Literacy course in 2019 to increase public understanding of the scientific process, improve scientific literacy, and promote critical thinking related to science in the media.

In 2018, the Canadian Federation of Library Associations (CFLA) asked for assistance responding to the National Commission for Truth and Reconciliation. Via the Indigenous Canada: Looking Forward, Looking Back MOOC agreement, the U of A provided access to the MOOC, online teaching support and promotional materials to library systems across Canada. The MOOC was ranked number one in Canada in 2018 and boasts 30,000-plus registrants. At the CFLA's request, the delivery agreement was renewed for another year.

Addressing identified community needs through teaching and research

The university offers a range of courses, events, and other educational activities that are designed to meet the needs of local communities, partner organizations, and the province as a whole.

For example, Augustana Campus improves educational access for students and the community alike through innovative programming for Camrose and surrounding communities. The Augustana Extended Education (AEE) program created a new six-course Rural Municipal Leadership Certificate that brought in 40 elected officials and municipal administrators. AEE also offered grant writing, program evaluation, sustainability, and courses on preparing rural communities for cannabis in response to identified needs. AEE will continue to expand course content, off-campus offerings, and new partnerships in 2019.

Targeted engagement connects the university with rural municipalities and surrounding counties or more annually, allowing the U of A to hear about challenges and opportunities faced that the university can play a role in solving at the local community level. Discussions have started between faculties and the communities to explore community-led research projects in the areas of health, agri-business, and rural development.

The Faculty of Native Studies actively seeks to share knowledge with community, and as part of the Indigenous Partnership Development Program. The Forum on Understanding Aboriginal Governance was created in partnership with the Ministry of Education, offering Indigenous governance training sessions with primers on Indigenous peoples in Alberta, the numbered treaties and their social, political, and economic implications. This effort informed front line public servants and will be repeated in 2019. Other work includes a project to address resilience in the Indigenous context with a specific focus on Missing and Murdered Indigenous Women and Girls. A goal is to provide resources to other communities upon project completion.

Inter-faculty collaborations are instrumental in answering programming needs from the community. For example, the Faculties of Law and Native Studies have jointly launched the Wahkohtowin Law and Governance Lodge. Through a focus on community-led collaborative research and engagement, it aims to respond the Truth and Reconciliation Commission of Canada's Call to Action to establish equity within the legal system for Indigenous peoples. The Faculty of Extension also offers an Indigenous Community Engagement citation and Indigenous Community-Industry Relations certificate. The two programs are designed as catalysts for community engagement between Indigenous peoples, industry, and government on issues of social and economic development as well as the environment. Both programs continue to attract learners and grow.

Community engagement is also fundamental to our research enterprise, and there are numerous examples of U of A research oriented toward solving community needs through community-based partnerships. One such example is the Community-University Partnership (CUP), which includes a Partnership Studies/Engagement program focused on urban participation, citizenship building, and city building. The program continues to thrive in 2019 as more important relationships between communities and the university evolve to meet challenges and opportunities.

Other local research initiatives include the Food Systems and Security project that looks at scaling local food procurement and localized food systems (the entire food chain) to understand how society gets and

accesses food. The Community United project in the T5Y area of Edmonton examines issues that span education, housing, food insecurities, health, and other factors occurring in vulnerable communities. The faculty provides robust data gathering and analysis, frameworks, evaluations and other research methodologies. Projects such as these provide evidence, inclusive of community inputs enabling community and policy-makers to make informed decisions on policies and programs that address social disruptions and challenges. These initiatives will continue into the 2019-20.

Appendix C contains additional discussion about the university's research activities and partnerships.

Community Engagement Consultation

Beginning in September 2018, the university has embarked on a consultation process to gather input from internal and external community partners. Over the next year, this exercise will help us to better understand community expectations and needs, opportunities for additional engagement, and barriers and challenges. From there, the university will develop a community engagement plan grounded in a community conversation and work to implement the plan.

APPENDIX F: CURRENT MINISTRY INITIATIVES

APPENDIX F: CURRENT MINISTRY INITIATIVES

The university's Board of Governors and senior administration identify both student mental health and addressing sexual violence as strategic institutional priorities. The institutional strategic plan, *For the Public Good*, acknowledges that supporting the health and wellness of the university community is integral to achieving our overall strategic vision. In 2017, the university adopted its *Healthy University Strategic Plan* (HUSP), which was developed through a collaborative, consultative process involving faculty, staff, and students. Under the HUSP, the university committed to developing a comprehensive mental health strategy that addresses awareness, prevention, and treatment in alignment with provincial and national mental health strategies. More specific priorities under the HUSP include coordination of services, proactive strategies to create a supportive environment, and supporting awareness of services und understanding of health and wellness across the university community. The university's Board of Governors provides oversight of student health and wellness initiatives and strategies through the Board Safety, Health, and Environment Committee. Additional information on the university's priorities is provided below.

STUDENT MENTAL HEALTH

The university is deeply committed to supporting and enhancing student mental health. Following the framework issued by the Canadian Association of College and University Student Services (CACUSS) and the Canadian Mental Health Association (CMHA), the University of Alberta's approach reflects awareness of the systemic factors that impact student and campus mental health.

Student engagement is integral to all the university's mental health initiatives. Project teams such as the Suicide Prevention Framework Steering Committee, Sexual Violence Steering Committee, Campus Cannabis Working Group, and Days of Action Committees incorporate broad representation from student government, inter-sectional populations, and the general undergraduate and graduate student communities. These student partnerships and contributions have been instrumental in developing campus mental health programming and services that address the needs of our diverse campus community.

Current areas of focus:

Improving student access to services:
In 2018/19, the university made changes to its intake and assessment processes to enable all students seeking an appointment with Clinical Counselling Services (CCS) to receive one within 72 hours. In addition, the university supports student access by providing satellite psychologist services in multiple locations across our campuses, providing embedded mental health support to students and mental health coaching to faculty and staff. During the 2016/17 academic year, the satellite psychologist positions provided a total of 2,440 counselling hours to students and 380 hours of outreach support to faculty and staff. This is supplemented by the ACCESS Outreach team, established in fall 2018, an initiative through which community social workers and student affairs generalists rotate through designated locations to meet students where they are most likely to reach out for help. A reduction in the Post-Secondary Student Mental Health grant will reduce the availability of psychologist hours going forward, but the university continues to maintain services.

In conjunction with the provision of the Post-Secondary Student Mental Health grant, government has directed that PSIs enhance existing relationships and build new partnerships with community mental health partners to transition clinical mental health care to the community and focus campus mental health programming on non-clinical services. In support of transitioning clinical services to the greater community, the university is actively building partnerships with organizations such as the Bent Arrow Traditional Healing Society, ACCESS Open Minds, Alberta Health Services, Addiction Services Edmonton, the U of A Hospital's Psychiatry program, and Momentum Counselling. These partnerships

have led to the implementation of enhanced referral forms and processes that are streamlining the hand-off of clinical cases and reducing some wait times for greater community mental health support.

In addition to these community clinical services, the university continues to provide clinical mental health services via its CCS Psychiatry Team and University Health Centre (UHC) Family Physicians. This past year, the CCS psychiatrists provided 2500 psychiatric consults to students, and UHC family physicians provided an additional 2000 mental health consults to members of the university community. Mental health requires a multimodal approach to clinical care, as students prefer to access services through diverse entry points that meet their preferences and unique contexts.

Community mental health literacy and capacity building:
The university's approach to student mental health also includes a Community Social Work Team (CSWT), which provides suicide gatekeeper training, resilience and development workshops, and personal coping skill programming. In partnership with AHS, the CSWT offers about 35 workshops per year to over 1800 students, faculty, and staff. From this year forward, the CSWT is providing enhanced skill training for those in supporter roles.

Partnership and collaboration across Campus Alberta:
The University of Alberta has been a core founder of Healthy Campus Alberta (HCA), the post-secondary mental health community of practice. In November 2018, the U of A partnered with HCA to successfully offer the first HCA Fall Connections Summit. Activities like this are integral to bringing our student, faculty and staff partners together from across Alberta to connect and share best practices in the area of student and campus mental health. In addition, the U of A continues to contribute to and benefit from its membership in the Edmonton Regional Post-Secondary Mental Health Committee.

SEXUAL VIOLENCE PREVENTION

In 2017, the university formalized a Sexual Violence Policy, which defined processes, responsibilities, and accountabilities for handling complaints and disclosures. The policy was more than a year in the making and included input from 27 student groups, university offices and external partners. Developing a standalone sexual violence policy was one of 46 recommendations of the _Review of the University of Alberta's Response to Sexual Assault_, released in early 2016.

The accompanying sexual violence procedure offers guidance to students, faculty, and staff on how to respond if someone discloses that they were a target of sexual violence. A person making a disclosure can ask the university to provide support and resources or modifications to class schedules, workplaces, or the residential environment. The procedure also specifies education as a major component in the university's goal of reducing sexual violence and improving disclosure processes.

Since the adoption of the Sexual Violence Policy, the university has established implementation committees to coordinate a range of sexual violence response and prevention activities. The current focus is on education and awareness activities, including ensuring that staff, departments, and faculties are aware of their responsibilities and of relevant services and processes.

Education activities centre on the activities of the Sexual Assault Centre, which provides training to student groups, in classrooms, and the general university community. Training includes responding to a disclosure, bystander awareness training, and general education on the cultural contexts of sexual violence. Other education activities include participation in campus community events, tabling at orientation and other appropriate spaces, and supporting various guest speakers and performances.

APPENDIX G: INTERNATIONALIZATION

APPENDIX G: INTERNATIONALIZATION

As a comprehensive research-intensive university, the University of Alberta is committed to internationalization. The institution is an essential resource for preparing Albertans for a global economy and connecting Alberta to the world. Indeed, this global mandate is reflected in *For the Public Good* as a central goal to "Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world." The University of Alberta's international collaborations ensure the university and the province continue to be globally relevant and competitive, and allow the institution to leverage the capacity and resources of its established research enterprise.

The economic strength of the province depends not only on diversity in industry, but also in educational and research environments. The U of A's international focus creates exceptional learning, discovery, citizenship and innovation opportunities by attracting highly-skilled faculty individuals to the province. This year, the U of A placed 40th in Times Higher Education's World's Most International Universities ranking, ahead of the University of Toronto (50th), Harvard (51st), Princeton (57th), and Stanford (59th).

In conjunction with the implementation of *For the Public Good*, the U of A is in the final stages of developing an International Strategic Plan to guide us as we look to the future, and build upon our strengths in internationalization. An implementation plan with appropriate metrics is being developed as a companion document to allow measurement of progress toward our objectives over the next five years.

International engagement is integral to the educational experience at the University of Alberta. The University of Alberta was pleased to welcome 1,400+ new international undergraduate students to its campuses this year, representing 76 countries, along with 746 new international graduate students from 72 countries. We continue to prioritize diversifying countries of origin for international students. Outbound education enriches student learning for domestic students as well. In 2017/18, 1303 students participated in outbound international experience (1004 undergraduates, 299 graduates), and 16 per cent of undergraduate students participated in an education abroad experience. The U of A created and manages the Canada Learning in China Initiative (CLIC), a program that has sent 674 Canadian students to China since its inception in 2016. In 2018/19, 70 U of A students participated. In 2018/19, 89 students completed the University of Alberta Certificate in International Learning, in which students are required to complete a significant intercultural experience, course work, and a capstone project to demonstrate their understanding of intercultural competencies.

For additional discussion of international enrolment, see Appendix B. For discussion on international research collaborations, see Appendix C.

FUTURE STRATEGIC PRIORITIES:

The International Strategic Plan will be aligned with, and organized along, the five strategic goals in the University of Alberta Institutional Strategic Plan, *For the Public Good*: Build, Experience, Excel, Engage, and Sustain. The priorities in the plan include the following:

Build
- Focus international student recruitment efforts on enhancing diversity and ensuring consistently high academic quality in the international student population.
- Build and support an integrated, cross-institutional strategy to enhance the University of Alberta's local, national, and international stories, so that these stories are shared, understood and valued by the full University of Alberta community and our many community partners.

Experience

- Ensure integration of international students into the campus community; support them in their pursuit of their academic, personal, and professional goals; facilitate lasting relationships for international students with their Canadian peers, the university, the City of Edmonton, the Province of Alberta, and Canada.
- Introduce international dimensions in the learning experiences of *all* students to enrich their academic achievements, broaden their understanding of the world, educate them as global citizens, and facilitate their career success in a globalized economy.

Excel
- Strengthen, expand, and effectively support the international dimension of research and innovation.
- Establish, grow, and consolidate priority partnerships with a select number of universities in countries of particular relevance to our university.

Engage
- Strengthen active participation in international networks, membership associations, and consortia to learn from partners abroad and to profile our university as an institution that is focused on collaboration.
- Encourage the University of Alberta's involvement with initiatives to benefit communities around the world that strive to better the lives of their citizens, to build peace, and to secure a sustainable future.

Sustain
- Ensure clarity of roles and responsibilities for all stakeholders in designing and implementing the University of Alberta's international agenda and facilitate institutional collaboration and alignment.

APPENDIX H: CAPITAL PLAN

APPENDIX H: CAPITAL PLAN

The University of Alberta maintains a vibrant and supportive physical environment to support its teaching, learning, research, and other objectives. As Alberta's oldest and largest post-secondary institution, the U of A has in its inventory approximately 1.8 million square metres of complex facility inventory across five distinct campuses.

While there have been remarkable additions to our building inventory in the last decade (for example, the Centennial Centre for Interdisciplinary Science, Edmonton Clinic Health Academy, National Institute for Nanotechnology, Nîpisîy House, Thelma Chalifoux Hall, and the Jeanne and Peter Lougheed Performing Arts Centre in Camrose), our priority across all campuses is the renewal and refurbishment of existing buildings, with very limited consideration for facility expansion or new construction.

The university's building inventory features several buildings that predate the Second World War, and more than half of our buildings were built in the post-war (1951-75) or modern (1976-90) periods. These buildings were constructed with a projected life-span of 50 to 60 years, and many critical systems (mechanical, electrical, and building envelope) are at or near their end of life. As of December 31, 2018, the university's deferred maintenance liability stood at $309 million, with a five-year projected aggregate liability of $893 million. This presents significant operational risk.

The University of Alberta is not unique in that the cost of maintaining a large inventory of infrastructure exceeds available resources. This is exacerbated by ongoing and changing space needs, changing expectations of users, and increased innovation in building design and delivery. What will be unique is how the University is strategic in its use of analytics, the disciplined choices it will make to meet the growing needs, and its decisions in managing these costs. The on-going choices will include identifying assets for renewal, repurposing, closure, disposal, and even demolition. The choices will be driven by evidence of today with projections of tomorrow. They will also look at partnership and collaborative opportunities with infrastructure design, operations, maintenance and funding.

Deferred Maintenance

In order to achieve desired infrastructure outcomes, it is critical to invest the optimal amount into maintenance activities. In post-secondary institutions, this is typically one per cent of a building's current replacement value for buildings of simple construction and systems, through to four per cent for specialized buildings with sophisticated building systems. These targets suggest a minimum of $72.5 million (one per cent of the $7.25 billion of the current replacement value of supported and unsupported infrastructure), as opposed to the current $34.9 million provided by the Government of Alberta.

The following table illustrates forecasts of six scenarios based on varying levels of investment in maintenance activities combined with strategic removal of infrastructure assets that have exceeded their life expectancy. These are only examples, but illustrate how the decisions of today so significantly impact our future.

Figure 3. Deferred maintenance liability scenarios for supported and mixed buildings
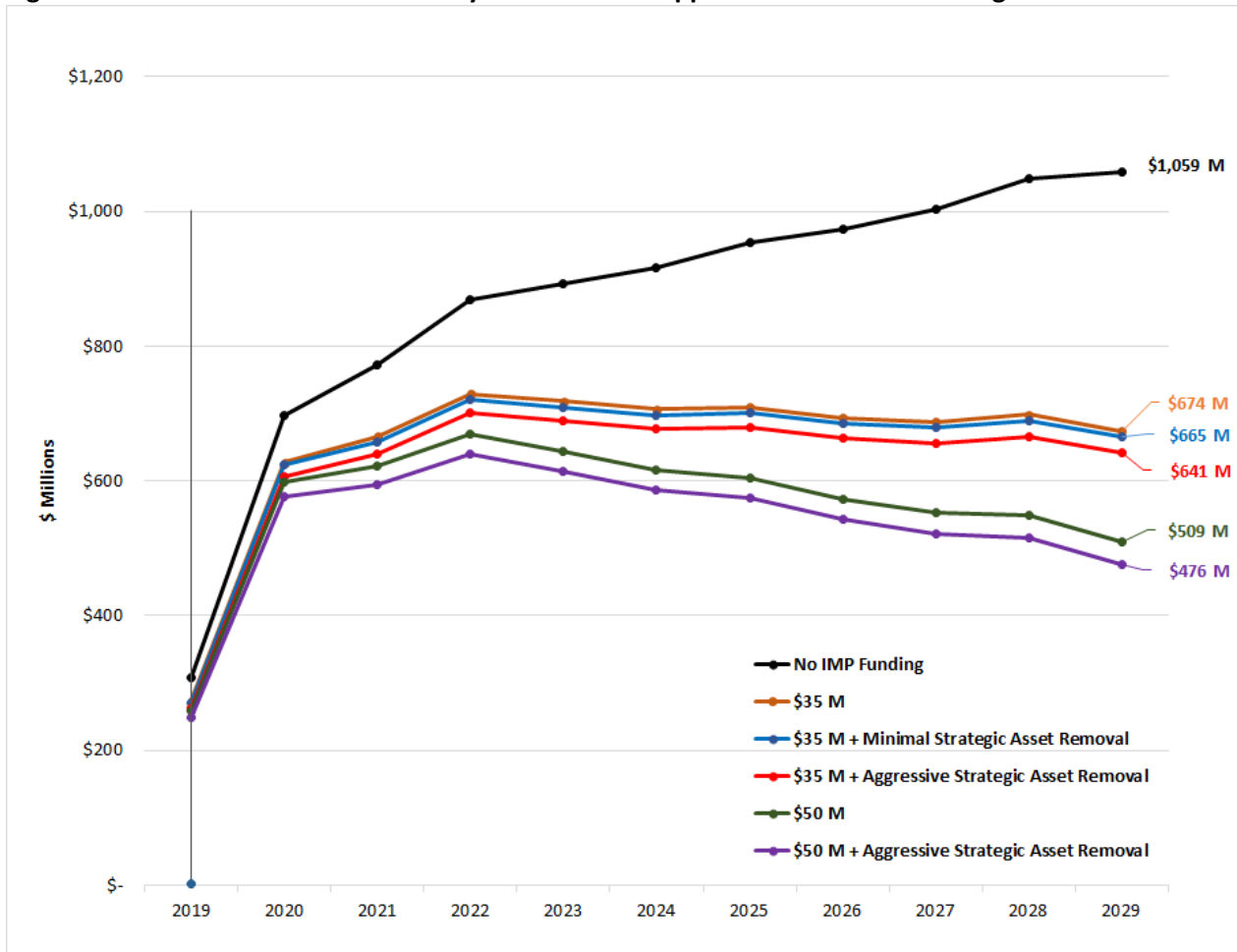
Capital Plan

Decision making concerning University of Alberta capital priorities adheres to government-mandated long-range development plans, sector plans, and urban planning principles, as well as government-guided parameters. Decisions are evidence-based and supported by openly available data related to building occupancy, functionality, performance, environmental considerations, and deferred maintenance risks.

Capital projects exist in two broad forms. Firstly, those that are (planned to be) underway and for which funding is in place and the work has been scheduled. The second are projects where the institutional priority has been established, but without the requisite total funding (institutional, government, and/or philanthropic), they remain aspirational.

In all cases, the university captures its capital projects in its annual submission to the Government of Alberta's Building and Land Inventory Management System (BLIMS). Because of the dynamic nature of campus planning and opportunities that arise with the arrival of earmarked funding, projects may emerge between BLIMS submissions. The tables below reflect the University of Alberta's most recent BLIMS submission, with the items marked with (*) having emerged since our last BLIMS submission.

Top Three
The three highest priority projects identified in the 2019 Capital Plan are aspirational in that, until the requisite funding is secured, they remain at the planning stage.

Projects and Funding Sources

Type	Description	Cost	Funding Sources	Government Approval Received?
Expansion	**Faculty of Arts** - As an alternative to a new downtown campus development, a multi-year phased renewal and expansion program will address program pressures in several buildings including Fine Arts, Industrial Design, HUB, Tory and the School of Business. Strategic renewal and expansion of existing facilities will ensure undergraduate programming and functional needs are achieved.	$178.6 million	100% GoA	No
Preservation	**Cameron Library** - Renewal of the Cameron Library building envelope is required due to failed panel support systems resulting in panels falling from the walls. Additionally, precast panels are dislodging from the exterior walls, requiring installation of security fencing to protect pedestrians. Finally, thermal scans have revealed an overall failure of the building envelope.	$24.8 million	100% GoA	No
Preservation	**Chemistry East (Teaching Research Lab Modernization and Renewal)** - These labs are original to the 1973 building and in very poor condition; to the degree that usability is in jeopardy. Continued use of these labs presents risks to the institution (quality of instruction and reputation) and the environment. Renewal and modernization of 14 teaching labs will support teaching and research while also reducing energy consumption, improving environmental sustainability, and addressing lab safety with upgraded fume hoods.	$14.2 million	$8.2 million GoA $6.0 million U of A	No

Recognizing the uniqueness of operating multiple distinct and unique campuses, in addition to the top three identified above, numerous other projects have been identified as priorities. For ease of presentation, these, which only highlights projects exceeding $10 million, have been grouped by campus and, as with the top three above, each is ready to proceed pending the emergence of the requisite funding.

Augustana Campus				
Type	Description	Cost	Funding Sources	Government Approval Received?
Expansion	Science (phase 1 and 2 renewal)	$14.7 million	100% GoA	No

Campus Saint-Jean				
Type	Description	Cost	Funding Sources	Government Approval Received?
Expansion	Science (expansion and classroom upgrades)	$11.2 million	100% GoA	No

North Campus				
Type	Description	Cost	Funding Sources	Government Approval Received?
New	Maskwa House of Learning	$28 million	100% GoA	
New	Alberta School of Business	$185 million	$165 million GoA $20 million philanthropy	No
Expansion	Mechanical Engineering Building	$90 million	100% GoA	No
Renewal	Convocation Hall	$9.9 million	100% GoA	No
Expansion	Earth Sciences Building	$19 million	G00% GoA	No
Preservation	Universiade Pavilion (Building Envelope)	$17 million	100% GoA	No
Preservation	Medical Sciences (Phase 1)	$26 million	100% GoA	No
Preservation	Biological Sciences (Phase 1)	$59.6 million	100% GoA	No
Preservation	Biological Sciences (Aquatics)	$24.4 million	100% GoA	No
Preservation	Clinical Sciences (Building Envelope)	$18 million	$15 million GoA	No

			$3 million?	
Preservation	Chemistry West (Phase 3)	$13 million	100% GoA	No
Preservation	Cameron Library (Phase 3)	$10.9 million	100% GoA	No

South Campus				
Type	**Description**	**Cost**	**Funding Sources**	**Government Approval Received?**
New	High Performance Training and Research Facility and Community Arenas	$65 million	$22 million philanthropy $20 million City of Edmonton $23 million TBD	No
New	Basic Infrastructure	$15.6 million	100% GoA	No
New	Utilities / District Energy Plant	$132.2 million	100% GoA	No

Other				
Type	**Description**	**Cost**	**Funding Sources**	**Government Approval Received?**
Preservation	Ellerslie Site Remediation	$16.6 million	100% GoA	No
New	Heating Plant – Turbine Generator #3	$89.2 million	$47.5 GoA 41.7 DES	

The following table represents projects that are underway or have a confirmed start date within the 2019/20 fiscal year. As above, projects identified with (*) have emerged since our most recent BLIMS submission.

Project Timelines and Status			
Description	**Estimated Timelines**	**Expected Start**	**Expected Completion**
Dentistry-Pharmacy Building Renewal	August 2018 – July 2023	August 2018	July 2023
Campus Electrical Building – Electrical (CUBE)	April 2018 – March 2020	April 2018	March 2020
Morrison Structures Engineering Lab	July 2019 – December 2020	July 2019	December 2020
Integrated Asset Management Strategy (Space Utilization)	April 2019 – April 2024	April 2019	April 2024
Lister (Classic) Tower Renewal	February 2019 – August 2022	February 2019	August 2022
Garneau Switchgear Upgrade and North Campus Electrical Feed Expansion	January 2019 – December 2022	January 2019	December 2022
Electrical Vault (Chemistry)	April 2018 – March 2020	April 2018	March 2020
Electrical Vault (Van Vliet)	April 2018 – March 2020	April 20185	March 2020
R.E. Phillips (functional renewal)	April 2018 – March 2020	April 2018	March 2020
Central Academic (lower level functional renewal)	April 2018 – March 2019	April 2018	August 2019
Van Vliet Centre (functional renewal [change rooms])	April 2018 – March 2020	April 2018	March 2020
University of Alberta Botanic Garden Entry Pavilion	April 2019 – May 2020	April 2019	May 2020

APPENDIX I: INFORMATION TECHNOLOGY

APPENDIX I: INFORMATION TECHN OLOGY

The University of Alberta recognizes that the availability of quality IT services is a critical enabler of the University of Alberta's core mandate and the community-identified goals and activities in *For the Public Good.* Increasingly, digital information and technology are the backbone of education and communication, and an important capital resource for post-secondary institutions. Sophisticated technological solutions to managing human resources, student recruitment, application, and enrolment are key service provisions that support university goals. In addition, teaching supports are technology-based and our ability to engage with rural and remote learners, as well as to connect with communities, is significantly dependent on information technology.

The University of Alberta is a leader in Canada in IT security. With a well-prepared and resourced IT security team, we exceed both normative practices of peer institutions as well as industry standards on almost all aspects of IT security. Effective and appropriate information and cyber security requires comprehensive planning, operations, detection, response, analysis, monitoring, and continuous improvement.

The university's information security policy and framework are monitored and assessed on at least a bi-annual basis to ensure they are appropriate, adequate, and effective in safeguarding the university's information and IT resources. This work ensures university policies and frameworks keep pace with environmental changes such as, but not limited to, the movement to cloud service providers, bring-your-own-device (BYOD), big/open data, legislative changes (such as GDPR and copyright), and mobile computing advances. The ongoing monitoring and assessment is conducted by the Chief Information Security Officer, Internal Audit Services (IAS), Information Services and Technology, the university's Enterprise Risk Management Committee, and others, such as the Alberta Office of the Auditor General (OAG) and other external auditors. The university collaborates in several shared cyber security initiatives led by the Canadian University Council of Chief Information Officers (CUCCIO), including the creation of common Cyber Security Incident Response guidance and standards.

The university consistently invests in the maintenance and upgrading of key IT systems. Key examples of ongoing investments and improvements, funded through the university operating budget, include the following. Cost ranges are noted for projects in excess of $500,000.

- Undergraduate admissions: the university is in the process of implementing a specialized admissions cloud solution to meet application processing demands and achieve processing efficiencies. This will enable the university to offer an exceptional student admissions experience, while processing an increasing number of complex applications. Cost > $1 million. To be completed in 2019/20.
- Graduate student awards system: the university continues to implement an upgraded system for graduate awards, including for departmental processing and student access. Cost > $500,000. To be completed in 2019/20.
- Enterprise Resource Planning (Oracle/PeopleSoft) system upgrades: the university has completed an assessment in preparation for a major upgrade which will provide access to new features and improve self-service for students and services received by both faculty and students. The university is also developing upgrades to systems for processing over 30,000 research expense approvals to improve efficiency for researchers and approvers. Oracle/PeopleSoft application upgrade cost > $1 million, timeline to be determined based on scope definition. The university will also undertake procurement to renew infrastructure management and application management services for Oracle/PeopleSoft, with anticipated costs > $ 1million.
- Electronic records management: a joint collaboration between IST and faculties to digitize, store, and manage faculty-specific student records. The initiative aims to address inefficiencies and

risks associated with current processes and practices, which involve a high degree of manual file access and physical storage.

The University of Alberta collaborates actively with other institutions in Campus Alberta and across Canada to share expertise and resources:

- ShareIT: Initiated as a pilot led by the University of Alberta, ShareIT is an initiative of 22 post-secondary institutions (PSIs) and 20 K-12 institutions to share their IT experience, knowledge, and procurement practices. The savings over this period, calculated as the difference between ShareIT cost and educational discount, have been in excess of $5.3 million. In addition, ShareIT has developed and completed two RFPs for cybersecurity services and cloud computing services, producing efficiency across all participating institutions.
- Learning Management Consortium (LMC): The University of Alberta, NAIT and NorQuest participate in the Learning Management Consortium, which leverages a shared infrastructure with institution-specific instances of the Moodle application as their Learning Management System. The University of Alberta provisions and maintains the shared environment for all three LMC members.
- CanSSOC: The Canadian Shared Security Operations Centre (CanSSOC) is a collaboration of six universities across Canada that is intended to provide participating institutions with a higher degree of threat detection, threat analysis and forensics than the current institutional capability. The initiative is in the proof-of-concept phase.
- The university is participating in the Association of Registrars of the Universities and Colleges of Canada (ARUCC) Groningen student data exchange project. The objective is to enable students to access and exchange their student record and transcript information much more easily than at present, while addressing security and the potential for fraud.
- University of Alberta Research Computing has collaborated with other institutions, regional organizations, and national organizations for decades on providing advanced research computing resources for researchers at the University of Alberta and other Canadian research universities.

COMPLETE ENROLMENT TABLES

FLE ENROLMENT, CREDENTIAL, PROGRAM, AND SPECIALIZATION

The following table aligns with the enrolment reporting requirements as outlined in Advanced Education's Comprehensive Institutional Plan (CIP) Guidelines.

Notes: Medical/dental residents are included in the U of A's FLE values, however, they do not contribute to the U of A's enrolment targets. The Master of Science-SLP/Doctor of Philosophy program in Campus Solutions is reported under the GOA Program of Master of Science in Speech Pathology with a Career Level Group of PhD.

See attachment; complete enrolment table to be incorporated into final document.

FLE INTERNATIONAL ENROLMENT

The following table has been constructed to meet the requirements articulated in the CIP Guidelines. Given that the U of A does not have targets for international program enrolment, future year projections reflect a steady state based on current actuals.

International Student Enrolment

Data as of January 31, 2019

Government of Alberta Information		International Student Enrolment Full-Load Equivalent (FLE)					Share of International Students (% of all students) Full-Load Equivalent (FLE)			
GOA Credential	GOA Program	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target
Degree	Bachelor of Arts	1,093.800	1,103	1,103	1,103	1,103	23%	23%	23%	23%
Degree	Bachelor of Arts in Environmental Studies	19.300	22	22	22	22	41%	41%	41%	41%
Degree	Bachelor of Commerce	388.600	441	441	441	441	25%	25%	25%	25%
Degree	Bachelor of Management in Business Economics (Augustana Faculty)	38.333	53	53	53	53	46%	46%	46%	46%
Degree	Bachelor of Science	1,056.352	1,183	1,183	1,183	1,183	21%	21%	21%	21%
Degree	Bachelor of Science in Agricultural/Food Business Management	29.200	31	31	31	31	73%	73%	73%	73%
Degree	Bachelor of Science in Agriculture	38.013	32	32	32	32	21%	21%	21%	21%
Degree	Bachelor of Science in Chemical Engineering	58.179	41	41	41	41	28%	28%	28%	28%
Degree	Bachelor of Science in Chemical Engineering - Process Control	13.255	7	7	7	7	23%	23%	23%	23%
Degree	Bachelor of Science in Civil Engineering	54.943	40	40	40	40	22%	22%	22%	22%
Degree	Bachelor of Science in Civil Engineering - Environmental Engineering	7.362	11	11	11	11	20%	20%	20%	20%
Degree	Bachelor of Science in Computer Engineering	20.940	26	26	26	26	40%	40%	40%	40%
Degree	Bachelor of Science in Electrical Engineering	80.830	84	84	84	84	32%	32%	32%	32%
Degree	Bachelor of Science in Electrical Engineering - Co-op	16.952	31	31	31	31	16%	16%	16%	16%
Degree	Bachelor of Science in Engineering	295.935	366	366	366	366	32%	32%	32%	32%
Degree	Bachelor of Science in Forest Business Management	1.506	1	1	1	1	25%	25%	25%	25%
Degree	Bachelor of Science in Materials Engineering	6.138	7	7	7	7	17%	17%	17%	17%
Degree	Bachelor of Science in Mechanical Engineering	80.492	74	74	74	74	23%	23%	23%	23%
Degree	Bachelor of Science in Mining Engineering	4.098	6	6	6	6	31%	31%	31%	31%
Degree	Bachelor of Science in Nutrition and Food Sciences	108.597	124	124	124	124	32%	32%	32%	32%
Degree	Bachelor of Science in Occupational Therapy	0.792	0	-	-	-	56%	56%	56%	56%
Degree	Bachelor of Science in Petroleum Engineering	50.666	36	36	36	36	50%	50%	50%	50%
Degree	Bachelor of Science in Petroleum Engineering Co-op	7.024	8	8	8	8	20%	20%	20%	20%
Degree	Combined Master of Business Administration/Master of Engineering		1	1	1	1	16%	16%	16%	16%
Degree	Doctor of Music	5.367	5	5	5	5	39%	39%	39%	39%
Degree	Doctor of Philosophy	1,339.797	1,370	1,370	1,370	1,370	53%	53%	53%	53%
Degree	Master of Accounting	3.333	7	7	7	7	18%	18%	18%	18%
Degree	Master of Agriculture	1.573	6	6	6	6	78%	78%	78%	78%

Government of Alberta Information		International Student Enrolment Full-Load Equivalent (FLE)					Share of International Students (% of all students) Full-Load Equivalent (FLE)			
GOA Credential	GOA Program	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target
Degree	Master of Arts	93.420	114	114	114	114	30%	30%	30%	30%
Degree	Master of Arts in Humanities Computing	9.200	2	2	2	2	40%	40%	40%	40%
Degree	Master of Business Administration	55.478	85	85	85	85	32%	32%	32%	32%
Degree	Master of Design	7.300	10	10	10	10	75%	75%	75%	75%
Degree	Master of Engineering	98.939	175	175	175	175	72%	72%	72%	72%
Degree	Master of Financial Management (offered in China)	145.840	216	216	216	216	100%	100%	100%	100%
Degree	Master of Fine Arts	4.900	5	5	5	5	21%	21%	21%	21%
Degree	Master of Forestry	7.955	4	4	4	4	31%	31%	31%	31%
Degree	Master of Laws	0.200	2	2	2	2	33%	33%	33%	33%
Degree	Master of Music	1.650	3	3	3	3	16%	16%	16%	16%
Degree	Master of Nursing	6.168	11	11	11	11	19%	19%	19%	19%
Degree	Master of Science	936.337	999	999	999	999	45%	45%	45%	45%
Diploma	Techniques d'administration des affaires (TAA)	10.100	13	13	13	13	48%	48%	48%	48%
Certificate	Health Care Aide - Préposé aux soins de santé		1	1	1	1	19%	19%	19%	19%
Non-Credential	Open Studies	126.700	133	133	133	133	19%	19%	19%	19%

FLE Enrolment, Credential, Program and Specialization

The following table aligns with the enrolment reporting requirements as outlined in Advanced Education's 2017-2020 Comprehensive Institutional Plan (CIP) Guidelines:

Realistic, three-year Full-Load Equivalent (FLE) enrolment projections based on current and anticipated budgets and physical capacity should be outlined at the by program and program specialization within credential categories, including apprenticeship programs (where applicable). Institutions are also expected to provide, for immediate comparison purposes, actual and/or preliminary enrolment figures for the two years prior to the term covered by the CIP (that is, for 2015/2016 and 2016/2017).

In addition to the information requested by the GOA, the table includes U of As faculty and academic career. These have been included so that faculty FLE targets can be shown in the table. The targets are summarized at the end of each faculty's listing of undergraduate, masters and PhD programs. Creative Services may be able to format the final table in a way that physically shortens it.

Notes:
Medical/dental residents are included in U of As FLE values, however, they do not contribute to U of As enrolment targets.
Government of Alberta full-load values do not reflect the post-2011 graduate thesis credit loads, which results in an incorrect graduate conversion rate.
The Master of Science-SLP/Doctor of Philosophy program in Campus Solutions is reported under the GOA Program of Master of Science in Speech Language Pathology with a Career Level Group of PhD.

This data is preliminary

Faculty	Career Level Group	GoA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target
Agric, Life & Environ Sciences									
	Undergraduate				**1,293.881**	**1,261.359**	**1,237**	**1,237**	**1,237**
		Degree							
			Bachelor of Arts in Environmental Studies						
				Environmental Studies	28.900	38.000			
			Bachelor of Science in Agricultural/Food Business Management						
				Agricultural Business Management	22.700	27.100			
				Agricultural/Food Business Management	5.100	4.600			
				Food Business Management	12.400	10.900			
			Bachelor of Science in Agriculture						
				Agriculture	23.461	15.023			
				Agriculture and Resource Economics	18.700	12.063			
				Animal Science	69.771	67.032			
				Crop Science	34.394	43.720			
				Sustainable Agricultural Systems	23.550	13.738			
			Bachelor of Science in Animal Health						
				Companion Animal Health	149.600	142.600			
				Food Animal Health	20.100	22.000			
				Food Safety and Quality	1.700				
			Bachelor of Science in Environmental and Conservation Sciences						
				Conservation Biology	143.792	138.720			
				Environmental and Conservation Sciences	2.645	5.102			
				Environmental Economics and Policy	31.045	25.363			
				Human Dimensions of Environmental Management	23.420	18.625			
				Land Reclamation	79.281	64.695			
				Northern Systems	14.700	19.300			
				Wildlife and Rangeland Conservation	9.481	13.575			
			Bachelor of Science in Fashion Business Management						
				Fashion Business Management		3.900			
			Bachelor of Science in Forest Business Management						
				Forest Business Management	6.765	3.106			
			Bachelor of Science in Forestry						
				Forestry	59.190	56.075			
			Bachelor of Science in Human Ecology						
				Clothing, Textiles and Material Culture	46.414	39.395			
				Family Science	100.228	81.307			
				Human Ecology	1.000	1.563			
			Bachelor of Science in Nutrition and Food Sciences						
				Dietetics	61.513	96.944			
				Food Science and Technology	30.800	27.000			
				Nutrition	31.613	1.970			
				Nutrition and Food	32.003	9.600			

			Nutrition and Food Science	203.296	250.374			
		Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies						
			Human Dimensions in Environmental Management	6.319	7.969			
Masters and Other GS				384.794	373.801	225	225	225
	Degree							
		Master of Agriculture						
			Agricultural, Food, and Nutritional Science		0.571			
			Renewable Resources	0.715	6.573			
			Rural Economy	1.573	0.857			
		Master of Arts						
			Human Ecology	12.887	11.560			
		Master of Forestry						
			Renewable Resources	17.096	11.815			
		Master of Science						
			Agricultural, Food, and Nutritional Science	200.115	193.895			
			Human Ecology	20.891	26.113			
			Renewable Resources	97.617	87.017			
			Rural Economy	33.900	35.400			
PhD				220.308	214.347	215	215	215
	Degree							
		Doctor of Philosophy						
			Agricultural, Food, and Nutritional Science	131.382	127.321			
			Human Ecology	11.665	11.899			
			Renewable Resources	67.761	66.127			
			Rural Economy	9.500	9.000			
Arts								
	Undergraduate			4,801.886	5,014.011	4,871	4,871	4,871
	Degree							
		Bachelor of Arts						
			Ancient and Medieval History	5.700	11.000			
			Anthropology	118.133	122.833			
			Art and Design	124.667	159.433			
			Art History	21.400	24.967			
			Arts General	835.883	784.849			
			Chinese Language and Literature	1.800	0.400			
			Classics	21.833	28.500			
			Classics/Greek/Latin Combination	1.500	1.300			
			Combined Chinese/Japanese	0.300				
			Combined French/Spanish	5.400	4.700			
			Comparative Literature	12.100	11.300			
			Drama	77.100	71.352			
			East Asian Languages and Literature	3.700	0.100			
			East Asian Studies	66.500	56.200			
			Economics	709.100	743.704			
			English	219.800	229.533			
			Film and Media Studies	29.900	40.000			
			French Language and Literature	19.400	23.400			
			German Language and Literature	22.233	12.000			
			History	150.800	160.133			
			Human Geography	68.200	52.650			
			Latin American Studies	5.200	5.400			
			Linguistics	100.350	107.267			
			Mathematics (Arts)	68.700	86.500			
			Music	19.200	23.150			
			Philosophy	63.200	54.750			
			Planning	43.600	48.900			
			Political Science	402.533	433.000			
			Psychology (Arts)	769.717	898.200			
			Religious Studies	9.900	10.800			
			Romance Languages	1.000	1.800			
			Scandinavian Language and Literature	1.100	1.100			
			Sociology	276.900	279.533			
			Spanish Language and Literature	15.000	11.000			
			Women's and Gender Studies	33.800	31.300			
		Bachelor of Arts in Criminology						
			Criminology	41.000	45.600			
		Bachelor of Arts in Drama/Bachelor of Education Secondary						
			Drama	45.600	46.500			
		Bachelor of Arts in Environmental Studies						
			Environmental Studies	14.700	12.700			
		Bachelor of Design						
			Business/Marketing Route	33.800	21.969			
			Computing Science Route	1.956	5.784			

		Design Engineering Route	19.850	21.315		
		Design General Route	65.471	66.794		
		Printmaking Route	2.464	4.283		
		Social Sciences Route	9.320	9.183		
	Bachelor of Fine Arts in Art and Design					
		Art and Design	78.200	82.800		
	Bachelor of Fine Arts in Drama					
		Acting	32.519	33.137		
		Technical Theatre	28.545	26.283		
		Theatre Design	11.156	10.551		
	Bachelor of Music					
		Composition and Theory	2.637	2.999		
		General Route	48.139	48.554		
		Performance	20.052	19.189		
	Combined Bachelor of Music/Bachelor of Education					
		Music	20.828	25.316		
Masters and Other GS			**361.209**	**367.267**	**393**	**393**	**393**
Degree							
	Combined Master of Arts/Master of Library Information Studies					
		Digital Humanities	11.400	14.400		
	Master of Arts					
		Anthropology	24.700	24.900		
		Digital Humanities		36.160		
		Drama	5.504	6.832		
		East Asian Studies	13.800	15.300		
		Economics	26.011	25.012		
		English and Film Studies	27.834	25.836		
		Gender and Social Justice Studies	11.834	19.332		
		History and Classics	37.164	28.445		
		History of Art, Design and Visual Culture	5.400	3.500		
		Linguistics	1.000	1.500		
		Modern Languages and Cultural Studies	19.325	17.163		
		Music	9.664	6.832		
		Philosophy	12.200	8.333		
		Political Science	25.165	23.496		
		Psychology	2.400	0.700		
		Religious Studies Program	2.700	2.000		
		Sociology	24.327	23.827		
	Master of Arts in Humanities Computing					
		Anthropolgy	1.000	0.200		
		History and Classics	0.600	0.200		
		Humanities Computing	1.300			
		Interdisciplinary Studies	17.800	4.400		
		Library and Information Studies	2.600	0.400		
		Modern Languages and Cultural Studies	1.200	0.400		
		Philosophy	0.700	0.200		
		Religious Studies Program	0.500			
		Sociology	1.000	0.200		
	Master of Design					
		Art and Design	13.000	13.900		
	Master of Fine Arts					
		Art and Design	12.200	12.900		
		Drama	10.100	10.900		
	Master of Music					
		Music	13.284	17.534		
	Master of Science					
		Linguistics	10.162	8.498		
		Psychology	15.335	13.967		
PhD			**363.314**	**355.415**	**449**	**449**	**449**
Degree							
	Doctor of Music					
		Music	14.667	13.600		
	Doctor of Philosophy					
		Anthropology	24.500	24.900		
		Art and Design (Dept)	4.400	6.000		
		Comparative Literature Program	6.400	4.000		
		Drama	6.900	8.700		
		Economics	15.000	20.000		
		English and Film Studies	70.900	62.833		
		History and Classics	34.565	33.931		
		Linguistics	19.800	20.100		
		Modern Languages and Cultural Studies	29.900	30.400		
		Music	16.200	13.300		

		Philosophy	16.100	15.500				
		Political Science	28.000	27.800				
		Psychology	32.267	35.000				
		Religious Studies	9.600	7.833				
		Sociology	34.115	31.518				
Augustana Faculty								
	Undergraduate		**931.292**	**903.218**	**909**	**909**	**909**	
	Degree							
		Bachelor of Arts (Augustana Faculty)						
		Art	29.347	26.231				
		Arts General	42.850	37.149				
		Biology	6.566	3.500				
		Chemistry	2.400	1.200				
		Drama	10.016	10.083				
		Economics	20.899	21.133				
		English	24.699	23.715				
		Environmental Studies	14.832	15.233				
		History	19.515	19.132				
		Mathematics and Physics	1.500					
		Modern Languages	6.166	6.232				
		Music	6.703	4.717				
		Philosophy and Religion	4.900	6.633				
		Physical Education	71.877	61.059				
		Political Studies	14.766	13.833				
		Psychology	86.899	77.464				
		Sociology	18.798	14.999				
		Bachelor of Management in Business Economics (Augustana Faculty)						
		Bachelor of Management in Business Economics	99.148	113.565				
		Bachelor of Music (Augustana Faculty)						
		Comprehensive	6.849	7.424				
		Piano	1.890	1.900				
		Voice	8.676	7.224				
		Bachelor of Science (Augustana Faculty)						
		Biology	122.110	115.062				
		Chemistry	36.766	40.432				
		Computing Science	42.497	53.632				
		Environmental Science	40.566	42.300				
		Mathematics and Physics	24.466	27.781				
		Physical Education	100.725	88.919				
		Psychology	27.599	29.300				
		Science General	37.267	33.366				
Business								
	Undergraduate		**1,725.466**	**1,772.667**	**1,786**	**1,786**	**1,786**	
	Degree							
		Bachelor of Commerce						
		Accounting	551.150	544.767				
		Business	79.200	56.800				
		Business Economics and Law	132.150	144.600				
		Business Studies	21.100	13.700				
		East Asian Business Studies	3.400	2.000				
		Entrepreneurship and Innovation		7.900				
		European Business Studies	0.600					
		Finance	488.083	545.600				
		Human Resource Management	82.300	70.100				
		International Business	23.000	26.000				
		Management Information Systems	74.183	73.600				
		Marketing	156.100	154.000				
		Operations Management	60.650	67.700				
		Retailing and Service	0.900	1.500				
		Strategic Management and Organization	52.650	64.400				
	Masters and Other GS		**534.249**	**639.031**	**234**	**234**	**234**	
	Degree							
		Combined Master of Business Administration/Juris Doctor						
		Business-MBA	8.514	7.316				
		Combined Master of Business Administration/Master of Agriculture						
		Business-MBA	0.602	0.802				
		Combined Master of Business Administration/Master of Engineering						
		Business-MBA	3.659	6.524				
		Doctor of Philosophy						
		Business PhD	0.700	0.200				
		Executive Master of Business Administration						
		Business-MBA	75.441	98.066				
		Master of Accounting						

			Accounting	20.500	37.000		
		Master of Business Administration					
			Business-MBA	234.801	246.330		
			FastTrack MBA	40.692	25.677		
		Master of Financial Management					
			Financial Management	145.840	215.116		
	Certificate						
		Post Master's Certificate					
			Innovation and Entrepreneurship	3.500	2.000		
PhD				**48.600**	**50.300**	**60**	**60**	**60**
	Degree						
		Doctor of Philosophy					
			Business PhD	48.600	50.300		
Education							
Undergraduate				**2,626.485**	**2,668.700**	**2,561**	**2,561**	**2,561**
	Degree						
		Bachelor of Arts in Drama/Bachelor of Education Secondary					
			Drama	11.100	9.000		
			Drama Education		5.200		
		Bachelor of Education Elementary					
			Elementary Education	1,237.066	1,334.250		
		Bachelor of Education Secondary					
			Art	51.600	54.300		
			Biological Sciences Education	151.533	130.000		
			Chemistry Education	47.100	53.900		
			CTS: Business, Administration and Finance	3.400	3.300		
			CTS: Computer Science	47.000	47.000		
			CTS: Human Sciences	57.400	46.400		
			CTS: Natural Resources		1.300		
			CTS: Recreation		0.100		
			Drama Education	28.400	25.700		
			English Language Arts	205.087	202.250		
			General Science	69.200	56.100		
			Mathematics Education	131.300	148.450		
			Music Education	25.000	27.400		
			Physical Education	58.800	52.600		
			Physical Sciences Education	17.600	17.800		
			Physics Education	41.600	27.400		
			Second Language - Cree		0.600		
			Second Language - French	34.500	35.200		
			Second Language - German	5.733	3.400		
			Second Language - Italian	1.800	0.300		
			Second Language - Japanese	12.100	10.700		
			Second Language - Spanish	25.400	20.800		
			Second Languages - Other	1.500	0.600		
			Social Studies	249.150	246.600		
		Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies					
			Elementary Education	1.100	1.000		
			Native Studies	1.000	0.400		
			Native Studies and Elementary Education	1.300	3.800		
		Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies					
			Art	0.900	0.200		
			Physical Education	0.800	1.100		
			Second Language - Cree	1.100	2.400		
			Social Studies	1.700	2.600		
		Combined Bachelor of Education Elementary/Bachelor of Kinesiology					
			Generalist	3.500	7.100		
			Physical Educ and Elementary Educ	2.900	3.100		
		Combined Bachelor of Education Secondary/Bachelor of Kinesiology					
			Physical Education and Health	32.000	28.000		
			Physical Education and Secondary Education		9.300		
		Combined Bachelor of Education/Bachelor of Music					
			Music	8.500	5.300		
			Music and Secondary Education		4.700		
			Music Education	2.366			
		Combined Bachelor of Education/Bachelor of Science					
			Biological Sciences Education	7.650	9.650		
			Chemistry Education		0.700		
			Mathematical Sciences Education	1.000	2.000		
			Mathematics Education	1.300	1.300		
			Physical Sciences Education	4.200	4.500		
			Science & Education - Secondary Rt	7.800	2.400		
		Combined Bachelor of Education/Bachelor of Science in Human Ecology					

			Career and Technology Studies: Human Ecology	2.800				
			Human Ecology and Education	0.800				
			Human Ecology Concentration	3.600	2.000			
	Diploma							
		Diploma in Education						
			Educational Psychology	3.400	2.400			
			Elementary Education	1.200	4.100			
			Secondary Education	11.200	2.600			
	Certificate							
		Early Childhood Education						
			Early Childhood Education	11.000	7.400			
Masters and Other GS				**413.845**	**433.765**	**409**	**409**	**409**
	Degree							
		Master of Education						
			Educational Policy Studies	54.483	56.626			
			Educational Psychology	94.648	96.221			
			Educational Studies	47.476	60.489			
			Elementary Education	46.914	52.913			
			Health Sciences Education	12.852	14.710			
			Secondary Education	25.740	28.740			
		Master of Library & Information Studies (Crse)						
			Library and Information Studies	131.732	124.066			
PhD				**224.040**	**227.870**	**349**	**349**	**349**
	Degree							
		Doctor of Education						
			Educational Policy Studies	2.900	3.600			
			Elementary Education	1.000	1.000			
			Secondary Education	5.800	3.400			
		Doctor of Philosophy						
			Educational Policy Studies	47.100	44.100			
			Educational Psychology	87.440	94.970			
			Elementary Education	24.500	23.700			
			Secondary Education	55.300	57.100			
Engineering								
	Undergraduate			**4,267.204**	**4,291.795**	**4,400**	**4,400**	**4,400**
	Degree							
		Bachelor of Science in Chemical Engineering						
			Chemical Engineering	173.630	145.004			
		Bachelor of Science in Chemical Engineering - Process Control						
			Chemical Engineering - Process Control	30.183	30.276			
		Bachelor of Science in Chemical Engineering Co-op						
			Chemical Engineering Co-op	253.235	225.266			
		Bachelor of Science in Chemical Engineering-Process Control Co-op						
			Chemical Engineering - Process Control Co-op	28.702	28.829			
		Bachelor of Science in Civil Engineering						
			Civil Engineering	191.460	185.429			
		Bachelor of Science in Civil Engineering - Co-op						
			Civil Engineering Co-op	346.029	329.461			
		Bachelor of Science in Civil Engineering - Environmental Engineering						
			Environmental Engineering	54.022	52.587			
		Bachelor of Science in Civil Engineering - Environmental Engineering Co-op						
			Environmental Engineering Co-op	64.100	81.326			
		Bachelor of Science in Computer Engineering						
			Computer Engineering	70.955	64.197			
		Bachelor of Science in Computer Engineering - Software Engineering						
			Computer Engineering - Software Engineering	2.349	0.351			
		Bachelor of Science in Computer Engineering Co-op						
			Computer Engineering Co-op	73.131	86.811			
		Bachelor of Science in Computer Engineering-Software Co-op						
			Computer Engineering - Software Engineering Co-op	101.370	125.014			
		Bachelor of Science in Electrical Engineering						
			Electrical Engineering	269.763	254.913			
		Bachelor of Science in Electrical Engineering - Co-op						
			Electrical Engineering Co-op	166.298	196.460			
		Bachelor of Science in Engineering						
			Engineering General	1,048.080	1,134.405			
		Bachelor of Science in Engineering Physics						
			Engineering Physics	71.712	94.730			
		Bachelor of Science in Materials Engineering						
			Materials Engineering	42.017	40.783			
		Bachelor of Science in Materials Engineering Co-op						
			Materials Engineering Co-op	56.122	59.142			
		Bachelor of Science in Mechanical Engineering						

			Mechanical Engineering	334.864	322.232		
		Bachelor of Science in Mechanical Engineering Co-op					
			Mechanical Engineering Co-op	636.567	623.204		
		Bachelor of Science in Mining Engineering					
			Mining Engineering	11.850	20.365		
		Bachelor of Science in Mining Engineering Co-op					
			Mining Engineering Co-op	93.047	83.673		
		Bachelor of Science in Petroleum Engineering					
			Petroleum Engineering	91.865	70.392		
		Bachelor of Science in Petroleum Engineering Co-op					
			Petroleum Engineering Co-op	55.853	36.945		
	Masters and Other GS			**729.216**	**799.065**	**708**	**708**	**708**
		Degree					
		Master of Engineering					
			Chemical and Materials Engineering	26.219	35.790		
			Civil and Environmental Engineering	95.415	104.171		
			Electrical and Computer Engineering	46.987	74.667		
			Mechanical Engineering	21.435	27.318		
		Master of Science					
			Chemical and Materials Engineering	127.069	119.746		
			Civil and Environmental Engineering	170.423	180.174		
			Electrical and Computer Engineering	89.814	97.264		
			Mechanical Engineering	151.854	159.935		
	PhD			**684.960**	**716.011**	**612**	**612**	**612**
		Degree					
		Doctor of Philosophy					
			Chemical and Materials Engineering	165.596	170.909		
			Civil and Environmental Engineering	209.682	228.901		
			Electrical and Computer Engineering	199.341	193.278		
			Mechanical Engineering	110.341	122.923		
Extension							
	Masters and Other GS			**46.620**	**50.229**	**30**	**30**	**30**
		Degree					
		Master of Arts					
			Communications and Technology	46.620	50.229		
Faculté Saint-Jean							
	Undergraduate			**632.633**	**692.619**	**554**	**554**	**554**
		Degree					
		Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sci					
			La biologie de la conservation	0.800			
		Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce					
			Accounting	3.500	1.700		
			Business Bilingual	1.500	1.273		
			Business Economics and Law	0.900			
			Finances	3.400	3.174		
			Gestion des ressources humaines	0.400			
			International Business		1.264		
			Marketing	1.000			
		Baccalaureat en Education Elementaire					
			Generaliste	168.500	214.400		
		Baccalaureat en Education Secondaire					
			Enseignement de Musique	9.100	6.900		
			Enseignement des Mathematiques	26.700	25.000		
			Etudes sociales	51.400	46.200		
			Langue seconde-Francais	29.400	36.800		
			Sciences generales	11.700	18.600		
		Baccalaureat es arts					
			Arts generales	21.000	20.300		
			Economie	15.000	13.900		
			Etudes canadiennes	0.500	0.800		
			Etudes interdisciplinaires	0.800	1.600		
			Francais-langue	11.100	8.500		
			Francais-litterature	1.800	1.400		
			Psychologie (Arts)	31.600	35.700		
			Science politique	14.400	14.200		
			Sociologie	10.600	10.800		
		Baccalaureat es sciences					
			Biologie	1.400	0.400		
			Chimie	22.550	26.250		
			Mathematiques	7.000	5.900		
			Physique	6.400	3.500		
			Psychologie	10.700	15.350		
			Sciences biologiques	102.833	100.400		

			Generalist	22.933	22.400			
		Combined Bachelor of Kinesiology/Bachelor of Education Secondary						
			Physical Education and Secondary Education	59.586	60.500			
Masters and Other GS				78.759	80.451	55	55	55
	Degree							
		Master of Arts						
			Kinesiology, Sport and Recreation	38.599	39.990			
		Master of Coaching						
			Kinesiology, Sport and Recreation	14.200	14.200			
		Master of Science						
			Kinesiology, Sport and Recreation	19.300	20.100			
	Certificate							
		Post-Baccalaureate Certificate						
			Indigenous Sport and Recreation	6.660	6.161			
PhD				52.500	47.400	56	56	56
	Degree							
		Doctor of Philosophy						
			Kinesiology, Sport and Recreation	52.500	47.400			
Law								
Undergraduate				559.616	572.624	525	525	525
	Degree							
		Combined Juris Doctor/ Master of Business Administration						
			Law	0.800	1.800			
		Juris Doctor						
			Juris Doctor	558.816	570.824			
Masters and Other GS				3.100	4.800	4	4	4
	Degree							
		Master of Laws						
			Law	3.100	4.800			
PhD				5.900	3.900	8	8	8
	Degree							
		Doctor of Philosophy						
			Law	5.900	3.900			
Medicine and Dentistry								
Undergraduate				2,111.567	2,106.196	1,040	1,040	1,040
	Degree							
		Bachelor of Science in Dental Hygiene						
			Dental Hygiene	76.623	106.426			
		Bachelor of Science in Medical Laboratory Science						
			Medical Laboratory Science	78.834	78.600			
		Bachelor of Science in Radiation Therapy						
			Radiation Therapy	34.814	29.800			
		Combined Doctor of Medicine/Doctor of Philosophy						
			Medicine	2.945	7.039			
		Doctor of Dental Surgery						
			Dental Surgery	162.869	169.374			
		Doctor of Medicine						
			Medicine	691.427	699.957			
	Diploma							
		Diploma in Dental Hygiene						
			Dental Hygiene	40.055				
	Certificate							
		Certificate in Dentistry						
			Dentistry Specialty	6.000	5.000			
		Certificate in Medicine						
			Medicine Speciality	1,018.000	1,010.000			
Masters and Other GS				358.071	376.737	259	259	259
	Degree							
		Master of Science						
			Biochemistry	22.606	21.740			
			Biomedical Engineering	14.000	14.966			
			Cell Biology	4.900	4.267			
			Laboratory Medicine and Pathology		27.661			
			Medical Microbiology and Immunology	13.500	12.300			
			Medical Sciences	150.620	144.176			
			Medicine	43.533	43.767			
			Neuroscience	23.200	22.500			
			Oncology	23.999	24.233			
			Pharmacology	14.100	14.300			
			Physiology	13.900	13.300			
			Psychiatry	8.000	8.900			
			Surgery	25.713	24.627			
PhD				308.215	297.540	279	279	279

		Degree					
			Combined Doctor of Philosophy/Doctor of Medicine				
				Biochemistry	1.000	0.200	
				Medical Microbiology and Immunology	1.000	1.000	
				Medical Sciences		0.666	
				Neuroscience	0.600	1.600	
				Oncology	1.000	1.000	
				Pharmacology	1.000	1.000	
				Surgery		1.000	
			Doctor of Philosophy				
				Agricultural, Food, and Nutritional Science	38.000	37.700	
				Biochemistry	33.200	33.102	
				Biomedical Engineering	9.400	11.000	
				Cell Biology	15.100	11.600	
				Laboratory Medicine and Pathology		25.988	
				Medical Microbiology and Immunology	26.800	24.350	
				Medical Sciences	70.367	43.068	
				Neuroscience	21.400	23.000	
				Oncology	27.767	23.600	
				Pharmacology	12.900	10.500	
				Physiology	20.100	19.600	
				Psychiatry	8.600	7.900	
				Surgery	19.981	19.666	

Nursing

Undergraduate					**1,264.595**	**1,286.401**	**1,354**	**1,354**	**1,354**

Level		Type	Program	Subject	Col1	Col2	Col3	Col4	Col5
Undergraduate		Degree			**1,264.595**	**1,286.401**	**1,354**	**1,354**	**1,354**
			Bachelor of Science in Nursing						
				Nursing	940.532	904.686			
				Nursing - After Degree	263.042	306.015			
			Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue)						
				Nursing	61.021	75.700			
Masters and Other GS		Degree			**44.681**	**59.302**	**84**	**84**	**84**
			Master of Nursing						
				Nursing	44.681	59.302			
PhD		Degree			**61.627**	**61.500**	**84**	**84**	**84**
			Doctor of Philosophy						
				Nursing	61.627	61.500			

Open Studies

Level		Type	Program	Subject	Col1	Col2	Col3	Col4	Col5
Undergraduate		Non-Credential			**635.632**	**666.067**	**533**	**533**	**533**
			Open Studies						
				Fresh Start	161.500	169.700			
				Open Studies	404.432	423.667			
				Transition Year Program	41.500	43.400			
				Visiting Student Certificate Program	28.200	29.300			

Pharmacy & Pharmaceutical Sci

Level		Type	Program	Subject	Col1	Col2	Col3	Col4	Col5
Undergraduate		Degree			**532.261**	**564.046**	**467**	**467**	**467**
			Bachelor of Science in Pharmacy						
				Pharmacy	422.673	302.516			
			Doctor of Pharmacy (PharmD)						
				Bridging Program for BSc in Pharamacy Students	76.545	99.063			
				Doctor of Pharmacy (PharmD)		123.795			
				Doctor of Pharmacy for Practicing Pharmacists	33.043	38.672			
Masters and Other GS		Degree			**22.242**	**20.803**	**15**	**15**	**15**
			Master of Science						
				Pharmacy and Pharmaceutical Sciences	22.242	20.803			
PhD		Degree			**23.369**	**23.918**	**31**	**31**	**31**
			Doctor of Philosophy						
				Pharmacy and Pharmaceutical Sciences	23.369	23.918			

Public Health

Level		Type	Program	Subject	Col1	Col2	Col3	Col4	Col5
Masters and Other GS		Degree			**144.442**	**164.730**	**147**	**147**	**147**
			Master of Public Health						
				Public Health Sciences	83.709	100.833			
			Master of Science						
				Health Promotion	0.600	0.500			
				Public Health Sciences	60.133	63.397			
PhD					**50.466**	**47.135**	**30**	**30**	**30**

	Degree						
		Doctor of Philosophy					
			Public Health Sciences	50.466	47.135		
Rehabilitation Medicine							
Undergraduate				**1.314**	**0.704**	**0**	**0**	**0**
	Degree						
		Bachelor of Science in Occupational Therapy					
			Occupational Therapy	0.792	0.528		
			Rehabilitation Medicine	0.522	0.176		
Masters and Other GS				**887.348**	**854.897**	**835**	**835**	**835**
	Degree						
		Master of Science					
			Rehabilitation Medicine	37.866	30.767		
			Speech Pathology and Audiology	18.601	13.817		
		Master of Science in Occupational Therapy					
			Occupational Therapy	326.230	293.378		
		Master of Science in Physical Therapy					
			Physical Therapy	326.824	336.070		
		Master of Science in Speech Language Pathology					
			Speech Pathology and Audiology	140.984	142.635		
	Certificate						
		Post-Baccalaureate Certificate					
			Bridging to Canadian Physical Therapy Practice	6.116	6.390		
			Pain Management	12.191	12.635		
			Sexual Health	13.860	14.195		
			Stroke Rehabilitation	2.672	4.008		
		Post-Master's Certificate					
			Francophone Practice for Speech Language Pathologists (SLP)	2.004	1.002		
PhD				**44.600**	**50.518**	**32**	**32**	**32**
	Degree						
		Doctor of Philosophy					
			Rehabilitation Medicine	38.700	40.867		
		Master of Science in Physical Therapy					
			Physical Therapy		2.067		
		Master of Science in Speech Language Pathology					
			Speech Pathology and Audiology	5.900	7.584		
Science							
Undergraduate				**5,603.263**	**5,544.206**	**5,528**	**5,528**	**5,528**
	Degree						
		Bachelor of Science					
			Animal Biology	50.500	32.900		
			Applied Mathematics	22.300	42.606		
			Atmospheric Sciences	8.100	8.900		
			Biochemistry	155.500	159.900		
			Biological Sciences	1,501.615	1,335.449		
			Cell Biology	37.000	46.500		
			Chemistry	349.337	345.733		
			Computing Science	876.758	1,006.682		
			Earth Sciences	125.800	94.365		
			Ecology, Evolution and Environmental Biology	29.600	35.200		
			Evolutionary Biology	10.600	7.650		
			Geology	59.200	45.300		
			Geophysics	25.333	12.900		
			Immunology	182.800	194.750		
			Integrative Physiology		36.000		
			Mathematical Physics	12.800	18.150		
			Mathematical Sciences	1.600			
			Mathematics	250.266	218.900		
			Mathematics and Finance	47.900	47.200		
			Mathematics/Economics	48.100	39.800		
			Molecular, Cellular and Developmental Biology		33.400		
			Neuroscience	151.100	171.000		
			Pharmacology	151.000	157.933		
			Physical Sciences	32.500	22.800		
			Physics	172.600	149.900		
			Physiology	115.200	161.204		
			Planning	12.600	9.700		
			Psychology	522.054	561.268		
			Science General	555.200	435.116		
			Statistics	76.300	87.900		
		Combined Bachelor of Science/Bachelor of Education (Secondary)					
			Biological Sciences	17.100	19.400		
			Physical Sciences	2.500	5.700		

Masters and Other GS	**695.678**	**779.945**	**517**	**517**	**517**
Degree				
Master of Arts				
Earth and Atmospheric Sciences	7.300	9.700		
Master of Science				
Biological Sciences	117.197	125.231		
Chemistry	46.530	55.617		
Computing Science	221.784	273.767		
Earth and Atmospheric Sciences	129.639	150.439		
Integrated Petroleum Geosciences	24.625	14.875		
Internetworking	30.669	31.005		
Mathematical and Statistical Sciences	55.134	53.211		
Physics	62.800	66.100		
PhD	**547.374**	**543.419**	**563**	**563**	**563**
Degree				
Combined Doctor of Philosophy/Doctor of Medicine				
Biological Sciences	1.000	0.200		
Doctor of Philosophy				
Biological Sciences	91.000	89.399		
Chemistry	152.776	150.357		
Computing Science	74.700	83.200		
Earth and Atmospheric Sciences	73.900	66.400		
Mathematical and Statistical Sciences	67.198	70.063		
Physics	86.800	83.800		
Grand Total	**35,382.515**	**36,081.499**		

Governance Executive Summary
Action Item

Agenda Title	International Tuition Model

Motion

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the General Faculties Council Academic Planning Committee, approve a new program fee-based model for tuition for international students, to take effect for the Fall 2020 intake of new international students, as described in Attachment 1.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) and Gitta Kulczycki, Vice-President (Finance and Administration)

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the Proposal is (*please be specific*)	To propose a new program-based tuition model to affect new international students, starting with the Fall 2020 intake.
Executive Summary	The University of Alberta has been considering the impacts of changes to the *Post-Secondary Learning Act* brought about by Bill 19 on our tuition models. Bill 19 requires Universities to provide all incoming international students starting in Fall 2020 with a maximum total tuition guarantee, along with annual maximum tuition amounts for the standard length of the program of study to which the student has been admitted. This guarantee must be provided in the offer of admission. This requirement is challenging under our current course-based model because, when we factor in all of the possible course arrangements that a student could take, the resulting "maximum possible tuition" far exceeds the student's likely actual tuition, and no longer serves the purposes of predictability or transparency. Under the proposed program-based model, students would be provided with a guaranteed total program cost associated with that program of study. For undergraduate students and those enrolled in course based Masters programs, we would provide a guaranteed total cost for the number of credits associated with their program. Tuition would be assessed in equal installment amounts spread over the standard number of years of their programs. Students would have that standard length of the program, plus one year, to complete the required number of credits for the program under the guaranteed rate. The total of all years will equal the guaranteed program tuition fee amount. The annual installment amount will be charged regardless of the number of credits a student registers in during a given academic year.

Students entering graduate programs that are thesis based, at both the Masters and PhD level, will also be provided with an annual maximum tuition rate guarantee and total maximum program rate that is the annual rate multiplied by the program duration (up to four years for Masters, five years for PhD). Students will pay the annual rate in every year of study during the guarantee period. If they complete their program before the end of the guarantee they will cease to be assessed any tuition fees. If they extend beyond the nominal program length, students will then be assessed at the annual rate current for the new entry cohort at that time.

Note that this new model will only apply to incoming international students, starting in Fall 2020. Domestic students will continue under the current model (for which Bill 19 regulated an annual increase no greater than CPI). Current international students will also continue to be assessed tuition based on their registration, and will be subjected to annual increases equivalent to increases in our costs.

In February 2019, we undertook market research to determine undergraduate students purchase intents given various tuition costs and rate guarantee scenarios. The scenario proposed in our new model was by far the preferred option for prospective students and in addition allowed for an increase in tuition corresponding with the multi-year guarantee the university is providing.

The comparator institutions used in the study were UBC, SFU, UCalgary, UToronto, McMaster, Waterloo and McGill. These are the most frequent reported institutions to which UAlberta applicants indicate they have also applied.

Student consultation: The University's official mechanism for consulting with students on tuition is the Tuition Budget Advisory Committee, which includes representatives of the Students' Union and the Graduate Students' Association. Specific meeting dates are listed below.

Students have been generally very supportive of this model, and have noted the benefit of a relatively simple and clear model for the purposes of providing predictability and clarity to students. The students have raised the importance of clear communication, especially to alleviate confusion caused by the different models for current and incoming students. They have asked questions about the following:

- The impact of the model on current students who transition to new programs;
- The impact of the model on students who exceed the standard program length;
- How the model will treat approved leaves;
- How the model will treat co-op programs;
- How the model will treat students who fail or withdraw from a course;

	• How the model will be communicated to graduate supervisors to support discussions between supervisors and students on funding packages. While many of these details have been worked out through the model, we continue to refine details of the model for students in specific unique circumstances. Note that the specific rates under this proposed model will be brought forward through a separate approval process.
Supplementary Notes / context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Office of the Provost and Vice-President (Academic) • Office of the Vice-President (Finance and Administration) • Strategic Analysis and Data Warehouse • Office of the Registrar • Faculty of Graduate Studies and Research • Office of Resource Planning • University of Alberta International
	*Those who have been **consulted**:* • Tuition Budget Advisory Committee (including representatives of the Students' Union and the Graduate Students' Association) (May 21st, May 14th, April 24th, January 23rd) • Deans' Council • President's Executive Committee
	*Those who have been **informed**:* • Academic Planning Committee • Board Finance and Property Committee, Board of Governors
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (recommendation) – May 22, 2019 Board Finance & Property Committee (recommendation) – May 28, 2019 Board of Governors (Approval) – June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	***Build*** *a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.* ***Sustain*** *our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.*	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act of Alberta* APC Terms of Reference BFPC Terms of Reference Sections 3d and 4e	

Attachments:

Item No. 7ai

1. Proposed Tuition Model 2020/21 (11 pages)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost & VP(Academic)

Draft V7.0 May 27 2019

Proposed Tuition Model 2020/21

Stemming from the passage of Bill 19, an *Act to Improve the Affordability and Accessibility of Post-Secondary Education*, approved by the Legislative Assembly of Alberta in November, 2018, the University is proposing the following tuition models for discussion. These models are designed to comply with legislative requirements and those requirements prescribed in the associated *Tuition Framework* and *Guidelines*. These models would be implemented for the start of the 2020/21 Academic year.

A set of principles have also been developed in consultation with the Tuition Budget Advisory Committee (TBAC) to guide the development of these tuition models where choices for the institution exist. These principles are:

- Promote good academic choices for students
- In cases of ambiguity, the student will be favoured
- Provide administrative efficiency
- Clarity in communication
- Support for high quality student experiences
- Support for a stable and predictable funding model
- Leverage current consultation bodies
- Ensure our programs remain competitive in the marketplace

Relevant Acronyms within document:
PAPRS: Provider and Program Registry System - Government of Alberta database that stores all information on degree programs, including standard length and credit loads per year
CPI: Consumer Price Index of Alberta as calculated by the Government of Alberta
MNIF: Mandatory Non-Instructional Fees
MSISF: Mandatory Student Instructional Support Fees
BoG: Board of Governors (University of Alberta)
SU: Students' Union
GSA: Graduate Students' Association

Tuition Models

Note: The following information relates only to tuition and does not include any fees assessed to students on top of tuition (i.e. Mandatory Student Instructional Support Fees (MSISF), Mandatory Non-Instructional Fees (MNIF), Students' Union (SU)/Graduate Student Association (GSA) fees). The tuition values presented in this document are for illustration purposes only, the final tuition rate is still to be determined and approved.

==Domestic Undergraduate and Graduate Students (includes Masters- thesis/course and PhD)==

Regulatory Requirements	Institutional Approach
● Subject to the Alberta Tuition Framework ● Requirements include that annual increases to tuition are limited to the Consumer Price Index (CPI) as defined by the Government of Alberta	● Students will continue to have course based tuition ● Annual tuition proposals for domestic student tuition will be brought forward for approval by the Board of Governors

==International Students enrolled in programs prior to 2020/21 Academic Year (and continuing in same program)==
==Undergraduate and Graduate Students (includes Masters- thesis/course and PhD)==

Regulatory Requirements	Proposed Institutional Approach	Examples
● Not subject to the Alberta Tuition Framework ● No tuition guarantee required, however,	● Students will continue to have course based tuition. University would like to support predictability for current international students by providing a tuition guarantee for this group.	● **UGrad:** A Bachelor of Arts student currently in year three of their program will be provided with a four year tuition guarantee.

providing predictability is encouraged	• The guarantee would be for the standard length of their program as defined in Provider and Program Registry System (PAPRS) regardless of remaining time left to completion. • The tuition will increase annually by the rate of increase for the University's cost drivers. This approach is consistent with the tuition increases current international students have been experiencing. • If current international students change their program of study they will follow the tuition guarantee applied to incoming students. • Annual tuition proposals for student who were currently enrolled as of 2020/21 will be brought forward to the Board of Governors (BoG) at the rate specified in the guarantee until all guarantees have elapsed.	• **GRAD:** A Master of Arts student currently enrolled in year one of a two year program will receive a two year guarantee.

==highlight== **Incoming International Students: students beginning new program of study as of 2020/21 Academic Year -**

A) Model for Undergraduate and course based Graduate programs

The model proposed for incoming students is designed with the principles put forth in the Alberta Tuition Framework regarding

International Student Tuition, including that institutions take an "approach to international student tuition ... that reflects the market and the cost of delivery" (*Alberta Tuition Framework* (2019), pg 11)

Regulatory Requirements	Proposed Institutional Approach	Examples
- Not subject to the Alberta Tuition Framework - All incoming international students as of 2020 are required to have their tuition guaranteed for the standard length of their program as defined in PAPRS. - This guarantee must reflect an annual guaranteed amount as well as a total guaranteed amount for the cost of the program.	- The university is proposing the adoption of a program based tuition fee structure for incoming international students beginning in 2020/21. - Students would be provided with a guaranteed total program cost for the number of credits associated with that program of study. - Student would have the standard length of the program (as defined in PAPRS) plus one year to complete the required number of credits for the program under the guaranteed rate.	**UGrad:** A Bachelor of Arts student would be provided with a guaranteed total cost for *120 credits as per the program credit requirement in the University Calendar. This guarantee is valid for the standard length of the program as defined in PAPRS plus one year, meaning the sample student would have five years in this case (standard length of 4 years plus 1) to complete *120. **GRAD:** A Master of Science (Chemistry)-course based- student would be provided with a guaranteed total cost for *24 credits as per the program credit requirement in the University Calendar. This guarantee is valid for the standard length of the program as defined in PAPRS plus one year, meaning the sample student would

● This guarantee must appear in the offer of admission.		have three years in this case (standard length of 2 years plus 1) to complete *24.
	● Students would also be provided with an annual fixed tuition cost that must be paid in each year for the standard program length. The total of all years will equal the guaranteed program tuition fee cost outlined above. ● The annual amount specified will be charged regardless of the number of credits a student registers in.	● **UGrad:** A Bachelor of Arts students receives a program tuition fee guarantee of $108,000 for *120 credits, these credits can be taken over five years. At the same time they also receive an annual tuition cost guarantee of $27,000/yr that is paid in each year of the standard program length, in this case four years for Arts. The annual tuition amount is charged irrespective of student registration.

Draft V7.0 May 27 2019

		GRAD: There are particular complexities and variation in graduate programs these examples help to provide some information and reflect that variability. *Master of Arts (Philosophy)- course based-* student receives a program tuition fee guarantee of $14,000 for *24 credits, these credits can be taken over three years. At the same time they also receive an annual tuition cost guarantee of $7000/yr that is paid in each year of the standard program length, in this case two years for the MA- course based. The annual tuition amount is charged irrespective of student registration. *Master of Education* student receives a program tuition fee guarantee of $20,000 for *33 credits, these credits can be taken over three years. At the

| | | same time they also receive an annual tuition cost guarantee of $10,000/yr that is paid in each year of the standard program length The annual tuition amount is charged irrespective of student registration.

○ ***Master Business Administration (MBA)*** student receives a program tuition fee guarantee of $65,500 for *60 credits, these credits can be taken over three years. At the same time they also receive an annual tuition cost guarantee of $32,500/yr that is paid in each year of the standard program length The annual tuition amount is charged irrespective of student registration. |
| | ● In cases where a student changes their program of study they would receive a new guarantee for the year they begin the new program. | ● **UGrad:** A Bachelor of Arts student admitted in 2020 transfers to a Bachelor of Science for Fall 2022 they would receive a new program |

		tuition guarantee at the rate for incoming students in Fall 2022. The guarantee would again be for the standard length of the program plus one year. ● **GRAD:** A Master of Arts (Philosophy)- course based- student admitted in 2020 transfers to an MBA for Fall 2022 they would receive a new program tuition guarantee at the rate for incoming students in Fall 2022. The guarantee would again be for the standard length of the program plus one year.
	● Tuition proposals for each incoming cohort of international students will be brought forward to the BoG for approval annually.	

B) Model for Thesis based Graduate Programs (Masters/PhD)
The model proposed for incoming students is designed with the principles put forth in the Alberta Tuition Framework regarding International Student Tuition, including that institutions take an "approach to international student tuition ... that reflects the market and the cost of delivery" (*Alberta Tuition Framework* (2019), pg 11)

Regulatory Requirements	Proposed Institutional Approach	Examples
- Not subject to the Alberta Tuition Framework - All incoming international students as of 2020 are required to have their tuition guaranteed for the standard length of their program as defined in PAPRS. - This guarantee must reflect an annual guaranteed amount as well as a total guaranteed amount for the cost of the	- The university is proposing the adoption of a program based tuition fee structure for incoming international students beginning in 2020/21. - Students would be provided with a guaranteed annual program cost - Students would also be provided with a total cost for the program which would equal the annual amount multiplied by the program duration. Program duration will meet or exceed the standard program length as found in PAPRS. - A 4 year guarantee for thesis based Masters Programs and a 6 year guarantee for PhD.	**A PhD(Chemistry)**-thesis- student would be provided with a guaranteed annual rate of $8000/yr. This rate would be fixed for a duration of 6 years for a total maximum program cost of $48,000. Years beyond year five will be set at the annual rate of tuition for incoming students.
		PhD (Philosophy)-student receives a program tuition fee guarantee of $8000/year for 6

program. ● This guarantee must appear in the offer of admission.	● The annual amount specified will be charged regardless of the number of credits/courses a student chooses to enrol in. ● The annual rate must be paid in each year that a student holds registration and will cover enrolment for the period of September to August.	years, total tuition not to exceed $48,000. The student may enrol in courses in any semester or just be enrolled as a thesis student. The rate will be the same.
	● In cases where a student changes their program of study they would receive a new guarantee for the year they begin the new program. ● In cases where a student fails to complete their program within the 6 years they will receive a new annual program rate guarantee each additional year at the current rate.	● **A Masters (Philosophy)- thesis-** student admitted in 2020 withdraws from their program and applies/is accepted to a PhD (Philosophy) for Fall 2022 they would receive a new annual program tuition guarantee for five years at the rate for incoming students in Fall 2022. ● **A PhD(Chemistry)-** student admitted in 2020 moves into the PhD(Chemistry) does not complete their program by August 2025 and needs a sixth year of registration they would then receive a new annual program tuition rate for September 2025. The rate would change each additional year of registration until the program was completed.

	● Tuition proposals for each incoming cohort of international students will be brought forward to the BoG for approval annually.	

Governance Executive Summary
Action Item

Agenda Title	**2020-2021 Tuition Fee Proposal for Incoming International Students**

Motion

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the GFC Academic Planning Committee, approve tuition fees, as set forth in Attachment 1, to take effect for the Fall 2020 intake of new international students.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) and Gitta Kulczycki, Vice-President (Finance & Administration)

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
The Purpose of the Proposal is (*please be specific*)	To propose tuition fees for the Fall 2020 intake of new international students, compliant with the requirements imposed by amendments to the *Post-Secondary Learning Act* from Bill 19, *An Act to Improve the Affordability and Accessibility of Post-secondary Education*, and associated Alberta Tuition Framework and Guidelines.
Executive Summary (*outline the specific item – and remember your audience*)	As you are aware, the University of Alberta has been considering the impacts of changes brought about by Bill 19 on our tuition models. Bill 19 requires universities to provide all incoming international students starting in Fall 2020 with a maximum total tuition guarantee, along with annual maximum tuition amounts for the standard length of the program of study to which the student has been admitted.

At the May 22, 2019 GFC Academic Planning Committee (APC) meeting and the May 28, 2019 BFPC meeting, the committees recommended a program-based model that will address these requirements (Item 7ai on the June 14 Board agenda). As previously advised, the actual tuition rates are also now being submitted for recommendation.

Attachment 1 contains the breakdown of the rates proposed for:
- Undergraduate Program Based Tuition Bands
- Bridging Program per Course Rate
- Thesis based tuition for PhD and Masters Programs
- Course Based Masters Standard Fee Index and Program Tuition
- Specialised Course Based Masters Tuition for Masters in Business Administration (MBA) and Masters of Engineering (MEng)

Attachment 2 contains background information on the rationale behind the rates.

Note that the attached rates would only apply to incoming international students, starting in Fall 2020. Domestic students will continue under the current model (for which Bill 19 regulated an annual increase no greater |

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	than CPI starting in Fall 2020). Current international students will also continue to be assessed tuition based on their registration, and will be subjected to annual increases equivalent to increases in our costs.
Supplementary Notes and context	Attachment 2 has been slightly modified from the version originally circulated to BFPC, summarizing the estimated cost to educate a student.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Office of the Provost and Vice-President (Academic) • Office of the Vice-President (Finance and Administration) • Strategic Analysis and Data Warehouse • Office of the Registrar • Faculty of Graduate Studies and Research • Office of Resource Planning • University of Alberta International
	*Those who have been **consulted**:* • Tuition Budget Advisory Committee (including representatives of the Students' Union and the Graduate Students' Association): (May 31, May 21, May 14, April 24, January 23) • Deans' Council • President's Executive Committee
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – June 5, 2019 Board Finance and Property Committee – June 5, 2019 Board of Governors – June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	**Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	*Alberta Post-Secondary Learning Act* APC Terms of Reference BFPC Terms of Reference Sections 3d and 4e	

Attachments:

1. Proposed Tuition Rates for Incoming International Student 2020/21 (3 pages)
2. Background Document on Proposed International Tuition Rates 2020/21 (7 pages)

Prepared by: Giovana Bianchi, Senior Administrative Officer (Finance and Administration), giovana.bianchi@ualberta.ca

Proposed Tuition Rates for Incoming International Students
(2020/21)

1. **Undergraduate Program Based Tuition Bands**

   Note: These bands exclude the following programs: Law, Pharmacy, Dentistry, Dental Hygiene, and Medicine. Where required proposals for international tuition for incoming students in 2020/21 will come forward at a later date.

2020-21 International Undergraduate Cohort	Program Total	Annual (Fall and Winter)	Spring or Summer	Credits
Faculty of Engineering Degree Programs*	$158,000	$39,500	$9,875.00	Varies*
Faculty of Business Degree Programs	$105,000	$35,000	$8,750.00	90
Degree programs in: Faculty of Arts, Faculty of Agricultural Life and Environmental Sciences, Faculty of Kinesiology Sport and Recreation Faculty of Science Faculty of Open Studies	$118,000	$29,500	$7,375.00	120
Degree Programs in: Augustana Faculty Faculte Saint Jean Faculty of Education Faculty of Native Studies Faculty of Nursing	$108,000	$27,000	$6,750.00	120
BSc in Radiation Therapy	$147,500	$36,875	$9218.75	150
BSc in Medical Laboratory Science	$92,430	$30,810	$7,702.50	94

* Engineering programs vary slightly in credits pending students' choices in registrations. The credits guaranteed for a program will be communicated at the time of admission.

2. Bridging Program Per Course Rate

2020-21 International Undergraduate Cohort	Per Course
Bridging Program - (All Programs)	$2,950.00

3. Thesis based tuition for PhD and Masters Programs

2020-21 International Graduate Cohort	Program Total	Annual Tuition (Sept - Aug)	Years
Thesis Based Masters (All Specializations)	$34,800.00	$8,700	4 years
PhD (All Specializations)	$52,200.00	$8,700	6 years
All Programs - International Graduate Tuition Increase (offset by equivalent financial support)	N/A	$4,000	

4. Course Based Masters-Standard Fee Index and Program Tuition

Note: This rate excludes some specialized programs such as Integrated Petroleum Geoscience, Masters of Public Health etc.

2020-21 International Graduate Cohort	Proposed Fee Index Total	3 Credit Course	Fall and Winter
Standard Course Based Master's	$310.72	$1,864.30	N/A
All Programs - International Graduate Tuition Increase (offset by equivalent financial support)	N/A	N/A	$4,000

5. Specialized Course Based Masters Tuition for Masters in Business Administration (MBA) and Masters of Engineering (MEng)

2020-21 International Graduate Cohort (MBA and MEng)	Program Total	Fall and Winter	Spring or Summer	Credits
Master's in Engineering (All Specializations)	$39,500.00	$19,750.00	$9875.00	Varies
Master's in Business Administration	$56,563.20	$28,281.60	$7070.40	60
All Programs - International Graduate Tuition Increase (offset by equivalent financial support)	N/A	$4,000	N/A	

Background Information on Proposed International Tuition Rates 2020/21

Overview

Stemming from the passage of Bill 19, an *Act to Improve the Affordability and Accessibility of Post-Secondary Education*, approved by the Legislative Assembly of Alberta in November, 2018, the University is proposing the following tuition rates for incoming undergraduate and graduate international students for discussion. These rates would be applicable for those admitted to begin programs in the 2020/21 academic year and will be applied within the framework of the proposed program based tuition model.

In this document you will find a number of sections including:
1) Total per FLE (Full Load Equivalent) cost to educate students (grant plus tuition)
2) Proposed tuition rates for undergraduate and graduate students for 2020/21 admission
3) New rates compared to regularized increases
4) International undergraduate tuition comparators (Fall 2018 to Fall 2019)
5) Increase in international student support allocation based on tuition rate changes

Principles

A set of principles have also been developed in consultation with the Tuition Budget Advisory Committee to guide the development of these tuition models where choices for the institution exist. These principles are:

● Promote good academic choices for students
● In cases of ambiguity, the student will be favoured
● Provide administrative efficiency
● Clarity in communication
● Support for high quality student experiences
● Support for a stable and predictable funding model
● Leverage current consultation bodies
● Ensure our programs remain competitive in the marketplace

Constraints

Institutions are expected to charge at least cost-recovery rates to ensure government funding supports access for domestic students, as per the Guidelines for the Alberta Tuition Framework.

1. Total Per FLE (Full Load Equivalent) Cost to Educate Students (grant plus tuition)

We are required to set international tuition at levels that at least cover the cost of delivery for programs offered to international students. While this information is difficult to determine at the program level, the average cost for domestic students in a BA program has been calculated at approximately $29,200 per FLE (Full Load Equivalent). This average per FLE rate provides a reasonable expectation for the cost of undergraduate program delivery.

2. Proposed Rates

The following fixed rate international tuition levels for students admitted for the 2020-21 academic year are proposed based on the requirements to cover the costs of delivering programs, the need to anticipate cost increases over the entire duration of the program, the need to ensure appropriate levels of financial support for international students, and the need to be competitive in an international marketplace. An effort has also been made to standardize program costs into a small number of categories to simplify communication and assessment.

Undergraduate Incoming International Students Beginning in 2020

Faculties	International Undergraduate Tuition Annual Installments (2020 Fall Intake)	Total Program Cost- guaranteed for 5 years, paid over 4 (Business paid over 3 years guaranteed for 4)
A. Engineering	$39,500	$158,000
B. Business	$35,000	$105,000
C. Arts, Science, KSR, ALES	$29,500	$118,000
D. CSJ, Augustana, Education, Nursing, Native Studies	$27,000	$108,000

- The annual guaranteed tuition installment rate will be assessed regardless of how many courses a student is registered in. The charge will be assessed for the first 4 years, with no tuition charge in the fifth year if the degree hasn't been completed. Annual assessments will typically be split evenly into Fall and Winter installments.
- The total guaranteed program cost pays for the number of credit attempts up to the approved program credit requirements (typically 120 credits). It does not account for courses taken above the requirements of a program or courses that need to be repeated for any reason.
- This guaranteed rate only applies to tuition costs and does not account for other fees such as Mandatory Non-Instructional Fees, etc.
- Formal Co-Op programs will result in a longer guarantee length (ie. time to pay) with a pro-rated amount re-calculated based on the time to completion.

Graduate Course Based Programs

The overall objective for the international student tuition rate for course based masters programs beginning in Fall 2020 is to harmonize the rate with the annual installment tuition rate for incoming international students studying undergraduate programs in the Faculties of Arts, Science, KSR and ALES, currently proposed at $29,500/yr. These rates are designed to more accurately reflect the cost of educating a student at the University of Alberta, which has been calculated at approximately $29,226 per year. In order to avoid a significant one time increase for graduate students, we plan to harmonize the graduate and undergraduate rates over a 3 year period, so that by Fall 2022, the incoming cohort for most course based Masters programs would be assessed tuition on a per credit basis equivalent to the corresponding undergraduate cohort taking Arts/Science/KSR/ALES.

To calculate the total program tuition rate for most graduate course based programs, we will use a standardized fee index and apply it to the minimum credits required to complete a degree program. Standardizing one fee index for typical graduate programs allows us to account for the variance in credit requirements in graduate programs.

For the purposes of communication in admission letters and in order to comply with Bill 19 a program total will be derived for every program at the secondary specialization level using the approved graduate course based program fee index and the minimum credits required. We will then assess that total program fee over 2 years while offering a 4 year guarantee to completion.

2020-21 International Graduate Cohort	Proposed Fee Index Total	3 Credit Course	Fall and Winter
Standard Course Based Master's	$310.72	$1,864.30	N/A
All Programs - International Graduate Tuition Increase (offset by equivalent financial support)	N/A	N/A	$4,000

Note: The above proposal relates to course based master's programs that currently follow standard tuition practices. There are many course based masters programs that are currently designated as cost recovery and as a result of Bill 19 need to be reclassified into the regular tuition stream (ex. Master of Accounting, Master of Science in Internetworking, etc.). This will mean either the confirmation of the current tuition rate as their 2020 international tuition rate and then calculating an appropriate program fee or setting a new international tuition program rate. There are also a number of course based masters programs that have specific international rates higher than the standard fee index (ex. MBA, IPG). In these cases faculties and programs need to be consulted to validate or determine the international rate. These exceptional cases will be addressed on an individual basis over the summer and fall with approvals planned for September/October governance meetings. During the coming months Administration will be working with programs and faculties to evaluate the necessary changes and appropriate rates for these cases.

Graduate Thesis Based Programs

Program	International Graduate Tuition Annual Installments (2020 Fall Intake)	Total Maximum Tuition rate communicated for Masters- 4 year guarantee PhD- 6 year guarantee
Masters	$8,700	$34,800
PhD	$8,700	$52,200

- The annual guaranteed tuition installment rate will be assessed each year that registration is held
- The Total Maximum Tuition actually paid will depend on the number of years spent in the program. Those that complete in fewer years than the guaranteed duration will not need to continue to pay installments. Those who exceed the expected duration will pay further installments at the rate applicable at the time.
- This guaranteed rate only applies to tuition costs and does not account for other fees such as Mandatory Non-Instructional Fees, etc.

3. New Rates Compared to Regularized Increases

Rates By Faculty	Current Rate 19/20	Approximate Cost by Year				Total Program Cost (A)	Annual Rate (A)	% Difference
		20/21	21/22	22/23	23/24			
Group C Program Tuition								
Proposed Rate [1]	24,725	29,500	29,500	29,500	29,500	**118,000**	**29,500**	8.9%
4-year Int'l Increase Rate [2]	24,725	26,043	26,728	27,431	28,152	**108,353**	27,088	
Group D Program Tuition								
Proposed Rate [1]	22,267	27,000	27,000	27,000	27,000	**108,000**	**27,000**	10.7%
4-year Int'l Increase Rate [2]	22,267	23,454	24,071	24,704	25,353	**97,582**	24,395	
Business Program Tuition [3]								
Proposed Rate [1]	30,640	35,000	35,000	35,000	n/a	**105,000**	**35,000**	5.6%
3-year Int'l Increase Rate [2]	30,640	32,273	33,122	33,993	n/a	**99,387**	33,129	
Engineering Program Tuition								
Proposed Rate [1]	33,401	39,500	39,500	39,500	39,500	**158,000**	**39,500**	7.9%
4-year Int'l Increase Rate [2]	33,401	35,181	36,106	37,056	38,030	**146,374**	36,593	

1. These are the rates proposed by Administration
2. Average annual international increase for 16/17 through 19/20 was 2.63%
3. Year 1 includes a 2.7% increase related to student support funds, as they are calculated based on the full tuition, vs only on the International Differential Fee (IDF) portion as per past practice.

4. International Undergraduate Tuition Comparators (Fall 2018 to Fall 2019)

The following graphs benchmark the proposed Fall 2020 tuition levels against known Fall 2019 rates at peer institutions.

**International Undergraduate Tuition - 2018 to 2019
Arts & Humanities**

- Tuition Increase in 2019/20
- 2018/19 Tuition (ex-fees)

Institution	Total	2018/19 Tuition (ex-fees)
McMaster	30215	27977
McGill	17287	16816
SFU	28248	24250
UBC	38052	36588
UCalgary		18338
UToronto	54282	49800
Waterloo	33615	29230
UofA	22253	21668

29500

International Undergraduate Tuition - 2018 to 2019 Engineering

Legend:
- Tuition Increase in 2019/20
- 2018/19 Tuition (ex-fees)

Institution	2018/19 Tuition	Total
McMaster	40008	43209
McGill	39361	40463
SFU	25995	30154
UBC	48273	50204
UCalgary	18392	
UToronto	54840	59227
Waterloo	47970	55160
UofA	26002	26704

Reference line: 39500

International Undergraduate Tuition - 2018 to 2019 Science

Legend:
- Tuition increase in 2019/20
- 2018/19 Tuition (ex-fees)

Institution	2018/19 Tuition	Total
McMaster	28505	29788
McGill	39361	40463
SFU	24250	28248
UBC	37689	39197
UCalgary	18338	
UToronto	49800	54282
Waterloo	32370	37226
UofA	21668	22253

Reference line: 29500

Notes:

i)   Competitor institutions chosen based on University of Alberta 2017 applicant responses to the AFA survey question "Where else did you apply"?

ii)   Fall 2018 tuition figures are actual. SOURCE: 2019 increases are actual for UBC, SFU, and Waterloo based on respective website or recent press releases. Increases for the remaining institutions are projected based on their previous year's increase rate.

iii) Differences between the University of Alberta bars and the amounts noted in the previous table are attributed to:
- For the programs excluding Engineering, while both refer to 30 credits, the previous table includes students taking more expensive courses due to market modifiers (e.g. business, economics).
- For Engineering, the bars represent the cost for the first year (qualifying – 30 credits), while the previous table reflects the 36 credits they take throughout the program.

iv)   Dotted line represents example of future state in Fall 2020 for comparison and to show that UofA would still be below most competitors (who would likely implement a further increase in 2020)

v)   McGill Arts tuition is currently regulated. If deregulated, we can expect a major increase as McGill did with Science, Commerce and Engineering tuition levels in 2013.

vi)   UCalgary - Engineering tuition based on 5 courses (15 units) per term. If 6 courses (18 units) per term then 1-year tuition is $22,006, and if 7 courses (21 units) tuition is $25,672.

vii) McMaster – Science rate based on institution cost calculator for Life Sciences, Mathematics, Chemical & Physical Sciences, Environmental & Earth Sciences 2018/19 tuition of $28,505. Computer Science tuition is $30,691. General Arts & Science tuition is $24,839. All McMaster rates include fees. McMaster cost calculator does not separate out fees from tuition.

viii) UWaterloo – Science rate based on Life Sciences and Physical Sciences tuition is $32,370 in Fall 2018. Mathematics is $32,350, Environmental Science is $32,830, and Computer Science is $54,000.

5. Increase in International Student Support Allocation based on tuition rate changes

The change to a program based tuition model with the rates proposed would lead to an increase in the resources available for international student supports. Currently, the University takes 7.55% of the international tuition differential and applies this to student supports. Under a program based tuition model this approach would continue with 7.55% of total international tuition being applied to international student support. With additional revenue the University can look to expand the scope of where these dollars are applied. Possible areas where increased funding could be used include admission bursaries, academic/advising supports, wellness supports etc.

Year	Anticipated Revenue for Student Supports	Increase in support relative to existing model/rates
2019/20 tuition rate- no program based tuition	$5.16 M	N/A
2020/21- 1 cohort of program based tuition, current students under existing registration based tuition model	$6.03M	$870,000
All years of study under	$8.66M	$3.5M

program based tuition		

NOTE: Figures are for illustration purposes and are based on 2019/20 rates and proposed tuition values. These figures represent an approximate increase in student support resources.

Item No. 7b

Governance Executive Summary
Action Item

Agenda Title	Board Delegation of Authority for Approving Increases to Residence Rental Rates and Meal Plan Rates

Whereas the Board of Governors approved the Principles for Board of Governors Delegation of Authority *on June 15, 2018, including the following statements:*

- *The Board of Governors has employed a structure that relies upon the delegation of its provincially-mandated authorities to its standing committees, the President or other members of Administration and other campus bodies; and*

- *Delegation is essential to ensure timely and efficient decision-making in smaller forums with access to appropriate resource people, while allowing the Board to focus on substantive and strategic issues of broad relevance to the university community;*

Motion 1:

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, delegate approval of increases to residence rental rates equal or less than five percent (5%) to the Board Finance and Property Committee, effective upon Board of Governors' approval.

Motion

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, delegate approval of increases to meal plan rates equal or less than the most recently reported Alberta Consumer Price Index plus one percent (1%) to the Board Finance and Property Committee, effective upon Board of Governors' approval.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Andrew Sharman, Vice President, Facilities and Operations
Presenter	Andrew Sharman, Vice President, Facilities and Operations Katherine Huising, Associate Vice President, Ancillary Services

Details

Responsibility	Facilities and Operations
The Purpose of the Proposal is	Further to the Board of Governors' approval of delegated authority for determining increases to domestic tuition and mandatory non-instructional fees, this proposal is before the committee to continue the effort to see operational decisions occur more efficiently allowing the Board of Governors to devote its attention to strategic matters.
Executive Summary	The proposed motions would establish limits for approval by BFPC. The proposed rate caps should not be seen as setting expectations, but rather better defining when rate increases must be approved by the Board of Governors. In establishing rates each year, Ancillary Services will continue to abide by its Guiding Principles, notably Principle #6 – "Student input is highly valued". Students will continue to assist in shaping the development of plans and priorities, and thereby rates, to sustain and improve the residence and dining systems. The first priority for Ancillary Services is to provide a high quality life (residence and meals) experience. A very close second priority is to ensure this experience is provided in a way that is fiscally sustainable -

	returning to financial sustainability is key to this.
	Residence Rates
	Ancillary Services has communicated with the Residence Advisory Committee, the Residence Budget Advisory Committee, and the Board of Governors that Residence Operations has had an operating deficit for the past seven years resulting in an accumulated debt of $9,351,127. In an effort to keep residence rates as low as possible, revenue has been insufficient to fully fund the residence operations including providing adequate funding to maintenance activities. Our students have been quite clear in that, while cost is important, more important is a high-quality living experience.
	Ancillary Services has been instructed to improve the financial position of Residence Services. This includes making difficult decisions such as the 2020 closure of Michener Park. It also has resulted in a plan to retrofit the Lister Classic Towers to ensure the modernization and longevity of this highly desired first year residence.
	All budget presentations prepared for the last two years, including the proforma related to the borrowing profile for the Lister retrofit, included a rent increase of 5% for FY2020 and FY2021. This rate of increase is crucial to correct the structural deficit in Residence Services while allowing for the creation of a capital reserve. Also, long-standing concerns of students, such as WiFi and deferred maintenance can be addressed.
	Meal Plan Rates
	With the experience gained after the anytime dining having been fully implemented in both dining facilities on North Campus and the ability to limit the increase in the coming academic year to match the Consumer Price Index (CPI), delegating the authority for increases to that of CPI + 1% is a reasonable and consistent approach.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the [Governance Resources section Student](#)	*Those who are actively **participating**:* • VP Facilities and Operations' Office • Ancillary Services
	*Those who have been **consulted**:* • Residence Advisory Committee (April 11, 2019 and May 2, 2019) including the GSA and Students' Union representatives. • Meeting with incoming President, Lister Hall Students' Association and the President, East Campus Students' Association (April 26, 2019)

Participation Protocol>	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	Board Finance and Property Committee (recommendation) – May 28th, 2019 Board of Governors (Approval) – June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	***Institutional Strategic Plan – For the Public Good*** Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals. iv. Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.		
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.		
	☒ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success	
Legislative Compliance and jurisdiction	Principles for Board of Governors Delegation of Authority Board Finance and Property Terms of Reference 3(c & d)		

Attachments: none

Prepared by:
Katherine Huising
Associate Vice-President
Ancillary Services
Email: huising@ualberta.ca

Item No. 7c

Governance Executive Summary
Action Item

Agenda Title	**Taking Care of our Campuses: An Integrated Asset Management Strategy (2019-2035)**

Motion

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and General Faculties Council, approve the Integrated Asset Management Strategy, as proposed by the Office of the Vice-President (Facilities and Operations) and as set forth in Attachment 1, as the basis for future infrastructure decisions across all campuses.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Facilities and Operations
Presenter(s)	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (*please be specific*)	The University's executive leadership, the General Faculties Council, and the Board of Governors have all had the opportunity to review, comment, and provide revisions to the guiding principles upon which the Integrated Asset Management Strategy was developed. The Board Finance and Property Committee and the Board of Governors are now being asked to endorse the strategy, which will steer infrastructure decisions across all campuses for the foreseeable future.
Executive Summary (*outline the specific item – and remember your audience*)	This Integrated Asset Management Strategy (IAMS) will look at better utilizing owned space, reducing reliance on leased space, appropriately renewing and disposing of buildings, and prioritizing where the university needs to invest its limited resources to address deferred maintenance liabilities, while increasing a focus on preventive maintenance. Publicly funded infrastructure will be increasingly scrutinized to ensure renewal, repurposing, and optimization occur in advance of any new construction. This continues to put pressure on all public organizations to better use and maintain their assets. The strategy is, simply put, a guide to ensure that all aspects of managing the physical assets of the university are considered. This means optimizing the inventory of facilities that are key to the institution's mandate and prioritizing that inventory based on critical, to necessary, to non-necessary. As the University of Alberta continues to change and evolve to continue meeting users' needs, its infrastructure must be positioned to support these changing needs and demands, now and into the future. The Facilities and Operations team looks forward to meeting these needs and collaborate across the University of Alberta in taking care of our campuses for the future.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	*Those who are actively **participating**:* •
	The guiding principles were shepherded through numerous committees of the Board of Governors and the General Faculties Council. At each committee, input was received and incorporated resulting in the fulsome IAMS. *Those who have been **consulted**:* • President's Executive Committee – Operations: January 7, 2019 • FDC – February 14, 2019 • APC – March 13, 2019 • GFC Exec – April 15, 2019 • Board Finance and Property Committee: April 16, 2019 • GFC – April 29, 2019 • Board of Governors: May 10, 2019
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	President's Executive Committee – Strategic: May 9, 2019 GFC Exec – May 13, 2019 APC – May 22, 2019 FDC – May 23, 2019 GFC – May 27, 2019 Board Finance and Property Committee: May 28, 2019 Board of Governors: June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	**Institutional Strategic Plan – *For the Public Good*** **SUSTAIN** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 23. Objective: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the University. i. Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.

☐ Enrolment Management	☐ Relationship with Stakeholders
☒ Faculty and Staff	☒ Reputation
☒ Funding and Resource Management	☐ Research Enterprise
☐ IT Services, Software and Hardware	☒ Safety
☐ Leadership and Change	☒ Student Success
☒ Physical Infrastructure	

Item No. 7c

Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* (PSLA)
	GFC Facilities Development Committee Terms of Reference
	GFC Academic Planning Committee Terms of Reference
	GFC Executive Committee Terms of Reference
	Board Finance and Property Committee Terms of Reference

Attachments:

1. Taking Care of our Campuses for the Future: An Integrated Asset Management Strategy (2019-2035) (24 pages)

Prepared by:
Gordon Weighell
Senior Administrative Officer
Office of the Vice-President (Facilities and Operations)
Email: gweighel@ualberta.ca

Taking Care of our Campuses

INTEGRATED ASSET MANAGEMENT STRATEGY

Table of Contents

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

Vice-President Facilities and Operations Message

The University of Alberta's Strategic Plan (2016-26), *For the Public Good*, defines the vision, goals, and specific targets that guide the institution's focus and resources. This Strategic Plan sets the conditions to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community. A key objective highlighted in this Strategic Plan is the importance of ensuring our campuses, facilities, and utilities meet the institution's needs and goals. Facilities and Operations leads this work and is proud of what's been accomplished to-date and of how its future planning will support decisions that align to learners' and researchers' needs.

The University of Alberta is renowned for its leadership, achievements, and public service, ranking among the top universities in Canada. The institution also ranks amongst the highest in Canada for its volume and value of infrastructure assets. This large volume of assets, while supportive of space needs for all faculty and students, requires the university to strategically look at the life cycle of all buildings and grounds. This means: planning, creating and acquiring, operating and maintaining, and renewing or disposing. This on-going life cycle review of buildings and grounds facilitates continued excellence in supporting learning and research. The ways in which spaces are designed, used, and maintained are critical factors to the accessibility, effectiveness, and sustainability of assets. Facilities and Operations will continue to proactively and cost-effectively manage its assets, strengthening the learning and research foundations for students, faculty, staff, and community.

The condition of buildings and physical support assets are assessed on a regular basis to ensure they will deliver the optimal value over every buildings' lifespan and ensure the life, health, and safety of users. While some deferred maintenance may not present an immediate challenge, as the maintenance backlog grows, the risk of building failures (mechanical, electrical, building envelope) grows exponentially with each passing year. This means the cost of maintenance continues to grow (including inflationary pressures and market escalation (material and labour costs) as the age of a facility increases and needed maintenance is not completed. With the aging facilities and the growing uncertainty of provincial operating and maintenance funding, the university's deferred maintenance liability will continue to grow until a "tipping point" is reached. This may necessitate directing available funding to emergency or break down situations, versus maintaining the facilities.

This Integrated Asset Management Strategy will look at better utilizing owned space, reducing reliance on leased space, appropriately renewing or disposing of buildings, and prioritizing where the university needs to invest its limited resources to address deferred maintenance liabilities. This all must occur while increasing a focus on preventive maintenance. Publicly funded infrastructure will be increasingly scrutinized to ensure renewal, repurposing, and optimization occurs in advance of any new construction. This continues to put pressure on all public organizations to better use and maintain their assets.

The Strategy is, simply put, a guide to ensure all aspects of managing the physical assets of the university are considered. This means optimizing the inventory of facilities that are key to the institution's mandate and prioritizing that inventory based on critical, to necessary, to non-necessary.

As the University of Alberta continues to change and evolve to continue meeting users' needs, its infrastructure must be positioned to support these changing needs and demands, now and into the future. The Facilities and Operations team looks forward to meeting these needs and collaborating across the University of Alberta and with others to take care of our campuses.

Andrew Sharman
Vice-President Facilities and Operations

Why a Strategy?

The impact of the growing operational and maintenance challenges has created a perfect storm—increased demand and expectations coupled with aging inventory, limited funding, and uncertainty of funding in the future. Facilities and Operations has therefore engaged in a review of how the university manages its inventory, what funding can reasonably be expected versus what is needed, and how best to move forward while maintaining the desire to be a leading academic institution.

This Strategy sets the direction for the University of Alberta's infrastructure assets, while defining a long-term roadmap. It describes the current state and the conditions that created some of the challenges currently being faced, while also identifying the future direction and actions to be taken. An important focus of this Strategy is that all students, staff, faculty, visitors, and members of the community are stewards of the University of Alberta's buildings and grounds and how each uses the institution today has a direct impact on its future state.

This Strategy also sets a collective mission, vision, principles, goals, and actions for future-proofing the University of Alberta's infrastructure. It will help guide decisions to support the infrastructure needs of learners, faculty, staff, and community, while balancing the risks, opportunities, and fiscal environment in which the institution operates. This Strategy is a living document that will be reviewed as part of annual planning processes.

The development of the Strategy occurred amongst Facilities and Operations staff with communication and feedback incorporated from stakeholders across the campuses. The guiding principles have been endorsed by the Board of Governors and General Faculties Council to ensure they best reflect the considerations to be understood for any changes to space and facilities.

Strategic Context

The university manages almost 1.73 million square metres in nearly 500 buildings across its five campuses. This is one of the largest volumes of buildings across the greatest land base of Canadian universities and over 60 percent of these buildings are over 40 years old. The widely recognized maintenance investment for post-secondary institutions is typically two per cent of the buildings' replacement value and, when investments fall short of that target, maintenance is deferred. Deferred maintenance is essentially the difference between the optimal investment and the actual investment in maintenance and, in its simplest definition, is the maintenance that should have been done, but wasn't.

There are a number of factors that contribute to the growth in deferred maintenance liability. One of the greatest factors was insufficient funding for preventive and deferred maintenance from government and the institution over the past many years. A second factor is the accelerated depreciation of some buildings and roadways, which is largely due to unsustainable construction practices in the 1950s that did not consider long-term maintenance needs, nor the impact of extreme changes in weather patterns. The DNA of all buildings going forward needs to be future-proofed against extreme and expensive maintenance and long-term renewal costs. Lastly, there has been an absence of data and analytics that identified current and forecasted future state of buildings to enable pro-active planning and strategic allocation of maintenance funding.

The lifespan and ongoing functionality of infrastructure is affected by how it's used, looked after, the ways in which services and repairs are carried out, the prioritization for renewal, the current and future needs and expectations of users, and available funding. Impacts from sudden weather or temperature changes also impact buildings and grounds. All of these impacts make it important to ensure evidence drives decisions of how best to support continued infrastructure renewal and plan for long-term needs. For many years necessary maintenance work has been delayed indefinitely due to insufficient funding and, if this trajectory is not altered, the institution will face an increasing magnitude of disruptions to facilities and, consequently, the ability to support the academic and research objectives.

Tackling maintenance backlogs, future-proofing infrastructure, and continuing good fiscal stewardship in times of economic constraint will require new ways of thinking and making decisions. This will mean difficult choices, optimizing existing infrastructure, improved coordination across campuses and with other partners, and better data and strategic analytics.

The collective challenge is to balance expectations with the best use of limited resources while considering growth of assets versus ongoing maintenance. While there have been remarkable additions to the University's building inventory in the last decade (e.g. Centennial Centre for Interdisciplinary Science, Edmonton Clinic Health Academy, National Institute for Nanotechnology, Nîpisîy House, Thelma Chalifoux Hall, and the Jeanne and Peter Lougheed Performing Arts Centre in Camrose), the priority across all campuses is now on the renewal and refurbishment of existing buildings with very limited consideration for facility expansion or new construction. A critical assumption is that, as facilities are considered for disposal or removed from the infrastructure inventory, the associated funding is retained and directed towards maintaining, upgrading, and operating the remaining key assets.

By prioritizing the inventory, a natural process for determining the allocation of available funding can be developed. This means that some facilities will receive more funding (to get them up to the desired standard); some may receive the same (given their condition and usage); some may receive less (due to lower priority/end of life cycle); and some may not receive funding at all. For those facilities identified as needing less or no funding, additional work is necessary to increase awareness of relevant stakeholders/users. In some instances, this leads to consideration for the disposition of those facilities and the impact on programs. Where the university's facility assets cannot meet the criteria necessary to justify retention and/or upgrading, then alternatives need to be considered.

Vision

Provide the foundation that enables the university community to excel.

Mission

That the University of Alberta has superior stewardship of all its infrastructure across the five campuses, while cultivating the best possible environment for learning, teaching and research now and into the future.
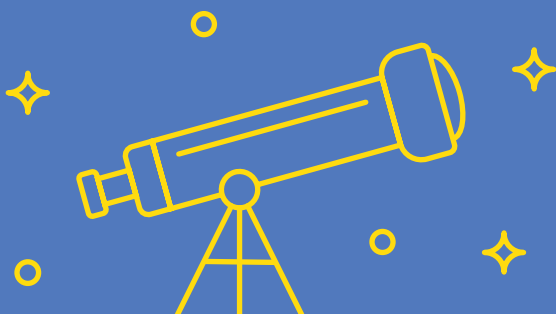
Planning Cycle

The below visual (Figure 1) is a simplified representation of the numerous interdependent plans that the University of Alberta uses to achieve its vision, mission, and outcomes, while shaping and stewarding its direction. Embedded as the core, is the University of Alberta's overarching Strategic Plan, *For the Public Good*. The cascade of planning then starts with academic and research plans through to administrative business plans such as the university's Capital Plan, which is a legislated document required by the Government of Alberta and included in the annual Comprehensive Institutional Plan.

The Capital Plan is informed by other Facilities and Operations' related information, such as: consultation across campuses, long range development plans, resource plans, space utilization data, and prioritization processes. This work aligns and works together to serve many needs, including: ensuring accessible space for learners, faculty, and staff; supporting utility needs of campuses; monitoring and maintaining assets; designing, renewing, building, and removing capital assets; ensuring ancillary supports and services are available; and maintaining legislated long-range development plans.

This strategy supports and guides the annual Capital Plan. It helps build and strengthen the right foundations to strategically respond to the academic and research missions, while considering the needs of users and the fiscal realities.

FIGURE 1
Planning landscape at the University of Alberta

- Individual Performance Plans
- Academic Plans
- Research Plans
- Long-Range Development Plans
- Ancillary Services Plan
- Utilities Plan
- Integrated Asset Management Strategy
- Department Plans
- Comprehensive Institutional Plan

For the Public Good
Institutional Strategic Plan

Administrative Plans
- Financial Plan
- IT Plan
- Capital Plan
- IMP Plan
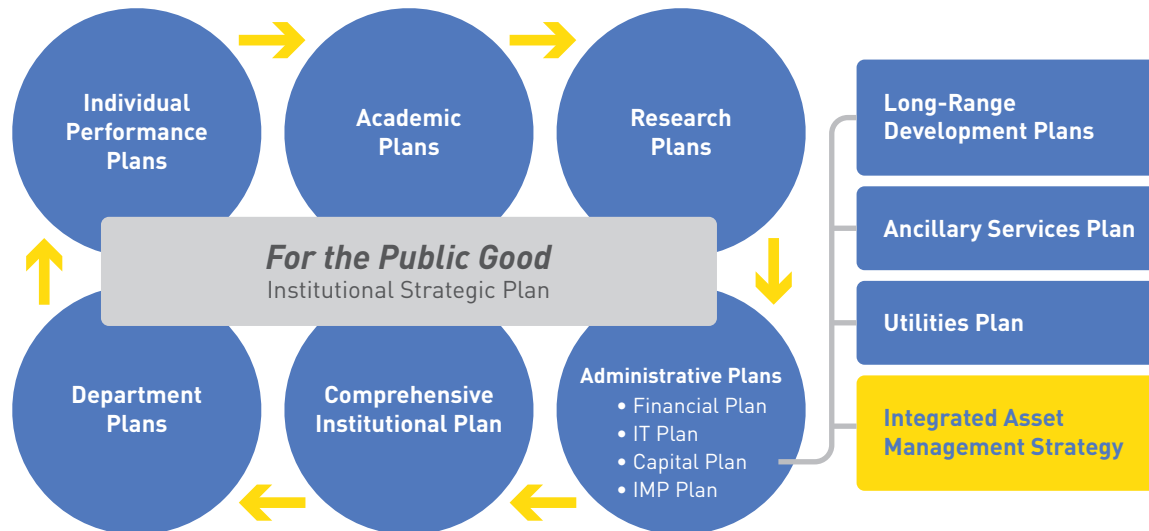
Environmental Analysis

The University of Alberta is not unique in facing a challenge of growing costs for infrastructure maintenance that exceed available resources, while balancing on-going and changing space needs, changing expectations of users, and increased innovation in building design and delivery. This is a challenge of many post-secondary institutions and public organizations world-wide. What will be unique is *how* the University is strategic in its use of analytics, the disciplined choices it will make to meet the growing needs and expectations for space, and its decisions in managing these costs. The on-going choices will include identifying assets for renewal, repurposing, closure, disposal, and even demolition. The choices will be driven by evidence of today with projections of tomorrow. They will also look at partnerships and collaborative opportunities in infrastructure design, operations, maintenance, and funding.

Maintenance is considered any activity that seeks to maintain the desired operating condition of an asset. Keeping up with maintenance ensures reliable and safe building occupancy for users. There are five types of maintenance, including: 1) emergency and reactive maintenance that is typically unplanned and urgent; 2) supportive maintenance that supports program and research equipment; 3) corrective maintenance that seeks to resolve chronic failures through performing major repairs or replacement of assets; 4) preventive and predictive maintenance that seeks to resolve maintenance issues before they arise as well as regular maintenance requirements; and 5) deferred maintenance that is required but deferred to future years. The accrual of deferred maintenance increases the risk and liability to the institution and is a large focus of this Strategy.

The current asset replacement value of the supported and unsupported buildings is nearly $7.25 billion[1]. As of 2018, the University of Alberta's deferred maintenance liability for these buildings was nearly $353 million[1], with only $34.9 million[2] currently provided as an annual Infrastructure Maintenance Program (IMP) grant for the supported buildings by the Government of Alberta. The University's buildings, roadways and grounds, whether for learning and research, student services, offices or storage, incur significant capital and recurring operating and maintenance costs and are amongst the highest of the direct operating costs of the institution. If this current rate of growth of on-going maintenance and deferred maintenance liability continues, deferred maintenance liability could reach $1 billion by 2027 (See Figure 2).

In order to effectively manage risks associated with the deferred maintenance liability, it is critical to strategically invest funding. Extensive research across North America suggests that the annual average maintenance investment in facilities should represent approximately two per cent of the replacement value. This can vary from less than two per cent to around five per cent for complex and/or sophisticated buildings (laboratories, research, and other specialized facilities). This would typically have meant a minimum of $145 million per year dedicated to maintenance to avoid an accumulation of deferred maintenance (two per cent of $7.25 billion of the current replacement value) for all buildings and roadways. The impact of not having an appropriate threshold of maintenance funding for the infrastructure under management has resulted in the current deferred maintenance liability and its rapid upward trend.

Facility maintenance is a continuum made up operational (day to day), major maintenance (building systems and components), and major upgrade/modernization. The University is funded by the Government of Alberta through a variety

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[1] Includes both supported and unsupported facilities. Supported facilities strongly align to the educational role and mandate of the institution, thereby currently receiving operating and maintenance dollars from the Government of Alberta. This includes student classrooms, research spaces, study areas, etc. Going forward, there is less certainty that the Government of Alberta will be providing operating dollars for any new supported facilities

Unsupported facilities are less aligned to the institution's role and mandate, including: food services, parking, residences, retail outlets, etc.

[2] The $34.9 million is IMP funding for supported infrastructure only, directed towards deferred maintenance.

of sources: operational through lights-on funding (allocated as part of our base funding allocation), major maintenance through capital maintenance and renewal (IMP) funding, and major upgrade/modernization funding which is provided on a project-by-project approval basis. Other sources of maintenance funding can be directed from internal sources such as partner funding from faculties or centrally by the university. The University contributed its first funding of $1 million in 2019-20 to address deferred maintenance with an aspiration for that amount to increase over time.

Difficult choices lie ahead and repurposing and/or removing any infrastructure from such a monumental institution with over a 100-year history will require debate and discussion to understand concerns and areas of potential resistance. These collaborative discussions and ultimate choices are good asset management practices grounded in principles. The principles have been discussed in early 2019 with Board of Governors, the General Faculties Council, the university's executive and faculty leadership, and students. The principles emphasize: 1) student life experience, research and scholarship; 2) asset management; 3) campus character; and 4) decision-making.

Figure 2 provides examples of the types of choices that will be informed by an asset management strategy. This figure forecasts six scenarios based on varying levels of financial commitment from the Government of Alberta and the University of Alberta to mitigate the deferred maintenance liability coupled with removing building assets that have either exceeded their life expectancy, their cost to maintain is larger than the value of the buildings, and/or they no longer meet users' needs in design or operation.

Deferred maintenance liability scenarios for supported, unsupported and mixed buildings

① No IMP investment
② $35 million IMP investment
③ $35 million IMP investment + minimal asset removal
④ $35 million IMP investment + aggressive asset removal
⑤ $50 million IMP & university investment
⑥ $50 million IMP & university investment + aggressive asset removal
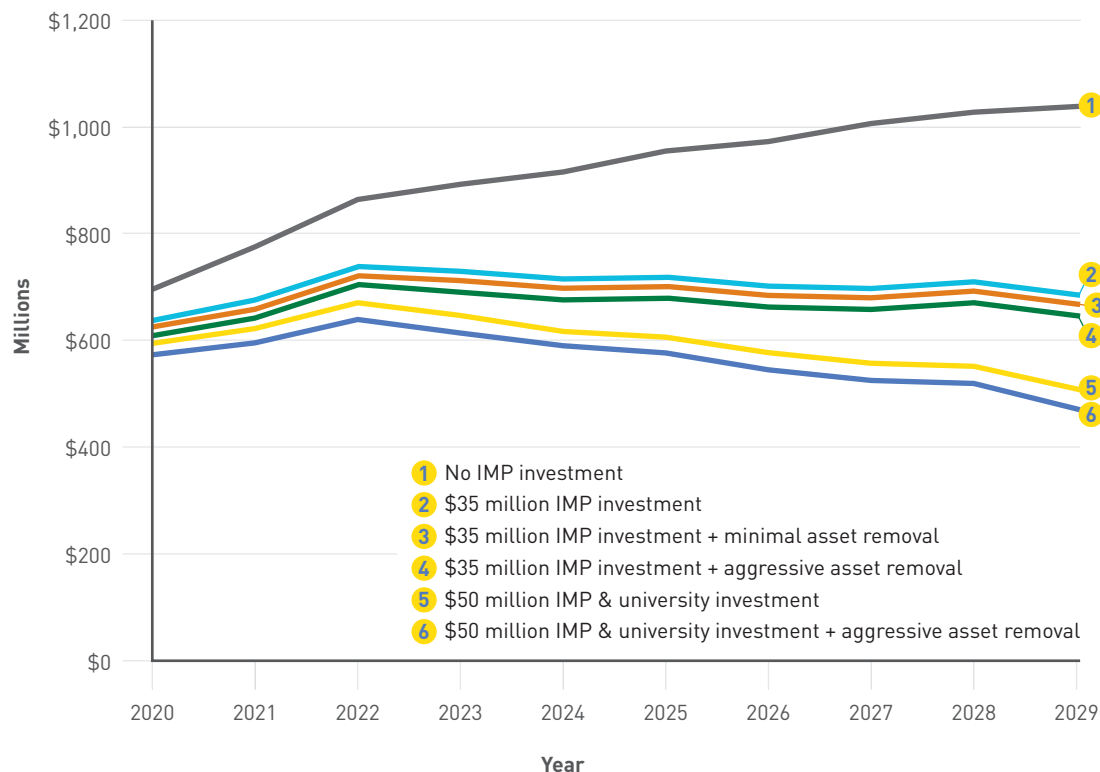
While these are only examples, they illustrate the disciplined choices necessary over the years ahead requiring deep engagement across the institution and tight alignment to the institution's academic and research needs.

The data presented in Figure 2 (page 9) are the best available at this time, but do not include the maintenance needs of the newer and more complex buildings on campus[3]. It is likely that when this information becomes available and integrated into our information systems, the forecasted liabilities will be much higher.

Greater than 50% of the University of Alberta's individual buildings were built in the post-war (1951-75) or modern (1976-90) eras which are known to have unsustainable construction processes with an original intent that lesser construction quality would be offset by sufficient maintenance funding that would mitigate any deficiencies. These buildings have a 50- 60 year life cycle, ending now (Figure 3). Many of the critical systems in these buildings are at or near the end of their life and their failures would impair the delivery of the institution's academic mission if preservation funding or increased maintenance dollars are not available.

The choices the University makes will need to bend the trend of expenditure growth in our deferred maintenance liability. While the adjacent visuals display the number and volume of buildings at different ages and areas, the impact of the more modern and complex buildings will be significant (Figure 4). This second wave of impact of maintenance needs requires the planning and financial policies to be established now in order to best mitigate the future consequences.

Building Distribution Based on Age

Number of buildings

Area (M²)

- <10 years old
- 10–19 years old
- 20–39 years old
- 30–39 years old
- 40–49 years old
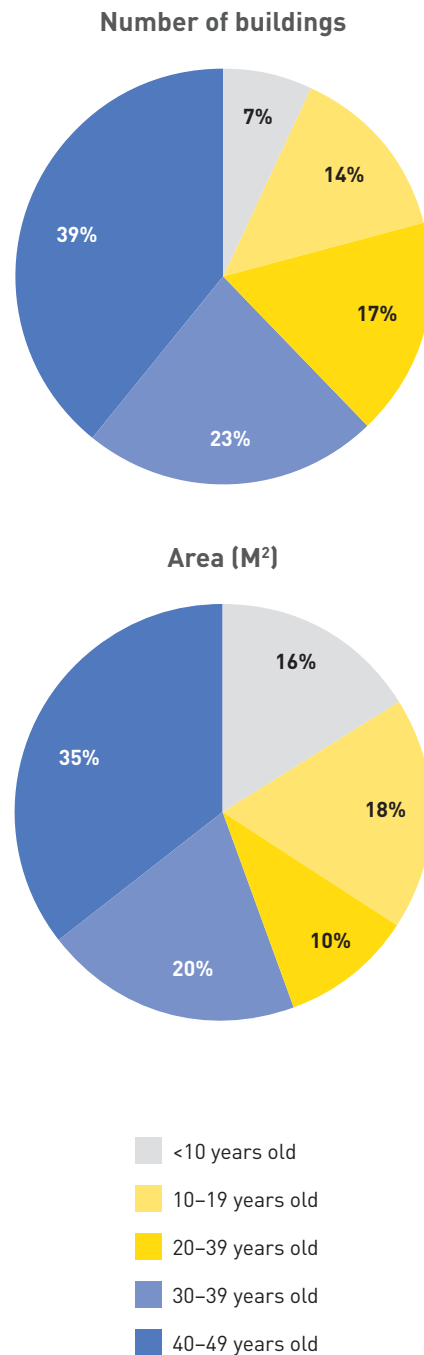
[3] Such as ECHA, CCIS and DICE.

FIGURE 4

Bow Wave of Deferred Maintenance Liability

Pre-War
1907–1950
10% of area

Post-War
1951–1975
44% of area

Modern
1976–90
9% of area

Complex
1991–2018
37% of area

Cumulative building area [M²]

Construction year
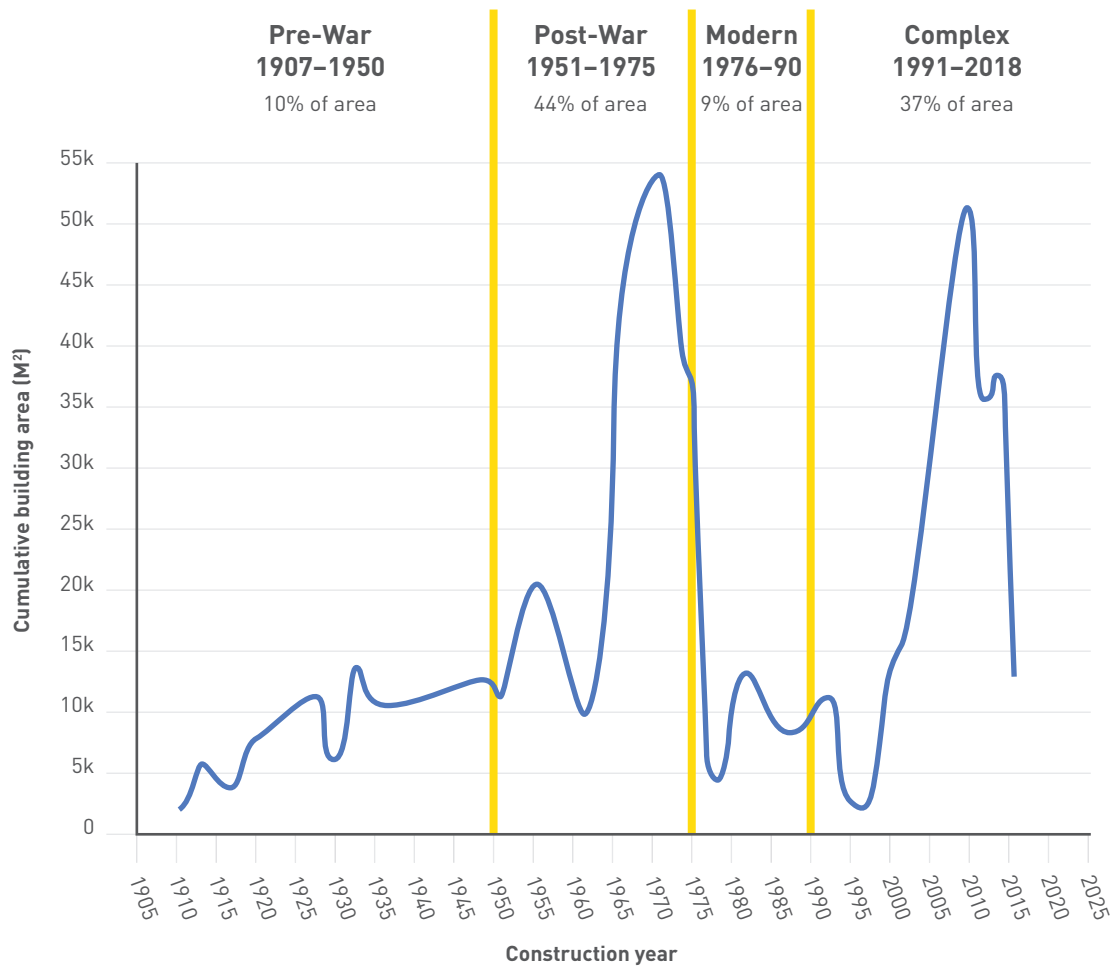
Principles

Principles set a foundation for a system of decision-making and actions. The below principles are guiding the asset management decisions that will be made in the short and long term. They have been reviewed and supported by both the General Faculties Council and Board of Governors, as well as leadership tables such as President's Executive Committee. The fourteen principles are intended to have a long term lens in their application.
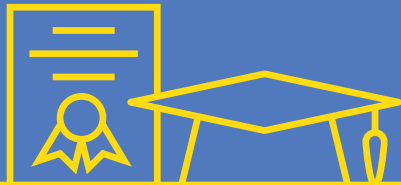
Student Success, Life Experience, Research and Scholarship

1. Campus spaces foster positive student learning and living experiences.

2. Building assets that positively contribute to teaching, research and service.

3. We endeavour to provide modern environments, including staff space, reflective of today's pedagogies.

4. Facilities are capable of supporting world-class research across multiple disciplines.

Asset Management

5. Buildings are continually evaluated to prioritize investments in capital (renewal, expansion, new construction); in maintenance (preventative, current and deferred); and obsolescence.

6. Recognizing the inherent uniqueness in an institution of higher learning, while maximizing system-wide functionality.

7. Social, economic and environmental sustainability is achieved by:

   a. Incorporating inclusive design principles into campus infrastructure (e.g. all-gender, barrier-free).

   b. Reducing our ecological footprint.

   c. Reducing operational costs.

   d. Continually advancing the three pillars of sustainability: social, economic and environmental.

Campus Character

8. Every building has a unique role and its strategic value in the institutional inventory is more than a mathematical computation.

9. Fostering the active transportation experience is seen to be a priority on all campuses.

10. Campus buildings and grounds will be aesthetically coherent and maintained in a way that considers the community in which it resides.

11. Considerations for removing building inventory will include a meaningful assessment of its historic value and placement in the university's architectural mosaic.
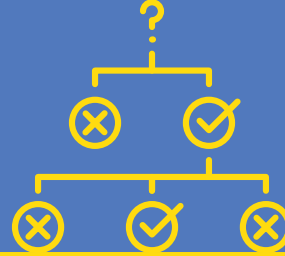
Decision-Making

12. Adhere to all government-mandated long range development plans, sector plans, urban planning principles, and building codes and regulations.

13. Spending must adhere to government guided parameters:

a. "Lights-on" (Base) funding: the portion of the Campus Alberta Grant that is used to cover building operating costs (e.g. utilities, janitorial, maintenance, insurance, etc.).

b. Infrastructure Maintenance Program (IMP): a variable annual allocation intended to address deferred maintenance on base building systems.

c. Capital grants: funds received in order to achieve a specific building project.

14. Decisions are evidence-based and supported by openly available data related to building occupancy, functionality, performance, environmental considerations, and deferred maintenance.

a. Supported by the CIP, we strive to have a *"data-driven approach to maintaining, renovating and repurposing existing spaces on campus."*

b. In order to support modern learning environments we need to have the ability to sustain building infrastructure.

Goals and Actions

There are four stages, illustrated below, of the life cycle of assets (Figure 5). They are highly interdependent, suggesting the rigour and quality of each stage impacts the subsequent stages. These align with the aforementioned principles and each has specific goals and actions that will be monitored and reported as part of regular operations within Facilities and Operations. This regular reporting will include performance indicators, best practice targets, and on-going review and risk analyses.

FIGURE 5

Asset Management Life Cycle

Planning and Programming

Creating and Acquiring

Strategic Enablers

Renewing or Disposing

Operating and Maintaining

Planning and Programming

1. Strengthen campus planning processes and outputs to consider future events, innovation and risks.

2. The University's infrastructure will meet end-users' space needs while enabling a positive experience.

Campus long range development planning processes are the convergence of many collaborative planning events to understand, anticipate, and design the campus and identify priorities of tomorrow including alignment with the academic mission; research priorities and needs; supporting students' academic, social and wellness aspects; and considering the emergent future risks to a post-secondary institution.

a. Maintain current **Long Range Development Plans and Sector Plans**[4] to ensure they act as frameworks to support academic visions and student experiences.

b. Demonstrate **consistency in direction and decisions for campus planning** that exemplifies best practices in smart growth, healthy community and sustainable design.

c. **Create more innovative approaches to the development of flexible and adaptable space** to meet changing needs of users.

Planning inputs and cycles are co- and interdependent with many functional inputs across the institution, including: academic, research, operational, risk, equipment maintenance, deferred maintenance, and capital disposal. Sound planning and implementation inspires excellence, significantly impacts educational progress, overall productivity, researcher retention, and satisfaction of end users. Aligning programming, planning, and functional design principles within an academic and research delivery framework is crucial to the success of the user experience.

It is a pathway that is deliberate and guided by many tangible and intangible factors and phases. The formalization from idea to a hard asset is founded in life cycle and deeply connected to a strong stewardship mandate. Over the course of a normal life cycle span, approximately only one tenth of an asset's cost is related to its initial capitalization phase and, as such, the relevance of life cycle assessments is fundamentally important in determining and making decisions to construct, lease, or acquire new assets.

a. Advance a **consistent approach in optimizing space** that aligns with space standards, and provides guidance on how space connects to the overall academic mission, accessibility of key user groups, and unit cost impacts.

b. Collaborate with faculties to ensure completion of **General Space Programming (GSP)** and **Functional Programing (FP)** to affect academic planning outcomes in priority areas.

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[4] These are mandated in the Post-Secondary Learning Act.

3. Stakeholders are appropriately informed and engaged when there are significant changes to assets.

Creating and Acquiring

4. Evaluate space aspirations to align within a framework of established criteria.

Based on the resource allocations in the planning and programming phase, ensure that stakeholder engagement, principle-based defined outcomes, and alignment to effective stewardship principles are effectively considered and executed. This will occure in a transparent and responsible manner. Excellence in planning and execution are the cornerstones to both asset management and space utilization successes.

a. **Develop a consistent approach to communications and engagement** prior to any significant change to infrastructure.

b. Throughout key design implementation phases, input is sought from stakeholders to ensure the multitude of institutional perspectives are acknowledged and **decisions are founded in a common understanding of approved requirements, limitations, and/or compromises**.

c. Ensure **compliance to institutional design and operational standards** as part of the Board of Governors space policy.

At any given time, students, faculty, and staff will express a desire for new, expanded, or repurposed space. These requests will increasingly undergo a multitude of assessments to understand need, evaluate if stated requirements fall within a framework of established criteria, and seek assurance from executive leadership of the relevance and value of desired space needs.

a. Facilities and Operations will **provide guidance and direction** to academic and business entities regarding space needs and seek endorsement of appropriate levels of leadership.

b. Formal planning and design will include an **evaluation framework; capital and operating budget analysis; operational impact assessment; and consideration of alternatives** (renewal, lease, rebuild). Space need options will be formalized and submitted to appropriate levels of leadership for input and decision.

c. Projects requiring government financial support will be **prioritized, benchmarked, and submitted for consideration within the BLIMS and/or federal government submission processes**.

Operating and Maintaining

> **5. Optimize operations to strategically re-invest funding to maintenance programs and/or capital renewal efforts to better manage the growing deferred maintenance liability.**

Operating and maintaining assets can account for up to 90 per cent of the total cost of building ownership and is comprised of the daily use: support and maintenance such as administration costs (insurance, security, etc.); routine maintenance and minor repairs; custodial services; fire protection services; pest control; snow removal; grounds care; environmental operations; and utility charges (electric, gas, water). All members of the University of Alberta community can individually and collectively help meet and potentially extend the life cycle of infrastructure through understanding and adapting behaviours in how critical assets are used and cared for.

a. **Enhance preventive and predictive maintenance programming** to support improved efficiencies.

b. **Establish campus service standards and levels** and actively manage and measure across all campuses.

c. **Develop marketing and awareness campaigns** that emphasize the role each member of the university has in stewarding and maintaining its assets.

d. **Advance sustainable operations' practices** to support sustainability and environmental targets.

Renewing or Disposing

> **6. The renewal, repurposing and end-stage of assets or their components will inform decisions as part of an integrated process.**

Facilities and Operations will lead the optimization of capital and other asset investments to improve the use of assets with centralized asset management and tracking. This integrated process reduces excess inventory with a clear understanding of actual needs; enable better decisions in renewal, repurposing, or replacement to avoid unnecessary expenditures, and facilitate the decommissioning and/or disposal of assets.

a. **Undergo a regular review of aligning all assets'** to the academic and research mission, considering prioritization criteria and guiding principles.

b. **Financial, space, and academic modeling will be implemented** as part of the analytic framework to support choices of which buildings will undergo changes.

Strategic Enablers

7. Establish a strong information and analytics platform to support evidence-based decision-making.

8. Enhanced monitoring and reporting of progress will be embedded into the Facilities and Operations portfolio processes.

Robust, consistent, and transparent decisions can be more effectively made when the information they are based on is complete, accurate, and integrated. In order to support improved management of assets, potential investment decisions, or monitoring of performance against service levels, a strong data inventory and analytics framework is needed.

a. **Strengthen front line processes and information gathering** to instill higher confidence in facilities' data.

b. **Complete technology and business needs' assessments** to identify integrated solutions that support business requirements.

c. **Build predictive modeling of key asset's** that consider multiple factors to the longevity and operational costs of assets.

This Strategy provides Facilities and Operations a framework for the effective and efficient management of the institutions' assets. This is a living document which is relevant and integral to the daily asset management activities across the campuses. To ensure the Strategy remains relevant and responsive, the following actions will be undertaken.

a. **Refresh the Strategy as part of the annual planning cycles** in place across Facilities and Operations.

b. **Implement quality assurance audits** of asset management to ensure the integrity and cost effectiveness of data collected.

c. **Develop a reporting dashboard** aligned with each phase of an asset's life cycle and report on progress and actions on a quarterly basis.

Next Steps

Taking care of our campuses today, will provide a stronger tomorrow. This requires strategic choices of how to manage and future-proof the full life-cycle of current and future infrastructure assets. This requires support from across the university faculties, schools, departments, faculty, researchers and staff, key stakeholders, as well as with different orders of government. All stakeholders are stewards of these assets and have a direct influence on the state and care of all of them.

One to Two Years

In the next year, Facilities and Operations will be more evidence-driven and seek opportunities to harness innovation in how it maintains, monitors, and operates infrastructure. This includes predicting trends that will improve capital-planning decisions based on expected performance of existing infrastructure. It will also see remote sensors reporting on performance of equipment and productivity of these assets to enhance maintenance cycles and reduce overall operating costs.

Space will be optimized in ways that will align with the academic and research mission while minimizing the quantity of leased space to reduce the overall operating and maintenance costs while allowing more focused and targeted investments. All new or enhanced capital infrastructure will be evaluated to establish the full life cycle costs. There will be renewal of targeted buildings where learners' needs, efficiency gains, and space optimization are evident, such as renovations of the Dentistry/Pharmacy building and Lister Hall.

Land and infrastructure not core to the academic and research missions or not aligned with students' needs or support may be disposed or exchanged for other assets or developed to realize revenues for the institution. And lastly, buildings that have met the end of their life cycle, do not align with the academic and research missions, do not meet student needs' or supports, or are prohibitive to operate or maintain will be decommissioned and, in select instances, demolished.

Three to Five Years

Over the next three to five years, Facilities and Operations will use predictive analytics to better understand performance, utilization, ecological impacts, and operating costs of assets including the impact of external events such as changing weather patterns and advances in innovation. As increasing amounts of building data is gathered by sensors and sources across all networks, assets that are 'over-maintained' and too cost intensive will be identified leading to a consideration of where alternatives may be more appropriate. There will also be a better understanding of space utilization and, where appropriate, changes to how space is used will need to be made. This will range from reductions to overall space, new configurations, or alternative lay-out and design.

There will also be an increased emphasis on customer service in planning and delivery of infrastructure, including opportunities for continual feedback and satisfaction evaluations from users. This feedback will support continuous improvement throughout the full life cycle.

Lastly, buildings that have reached the end of their life cycle, have increased operating and maintenance costs, and the return on investment to academia through to the financial analysis is unsustainable, will be decommissioned. And, in some instances, these buildings will be demolished if adequate and appropriate space is available elsewhere.

Five to Fifteen Years

In the next five to fifteen years, there will be changes in how students learn, how academia educates and trains, and there will likely be a substantive growth in the number of students attending post-secondary education. Innovation, technology, and environmental considerations will also increasingly influence asset needs and how infrastructure will be used. These changes over the years ahead will require adaptive and flexible space that more easily changes to the needs of users. Creativity will be needed now in order to accommodate for changes in the future.

There are numerous impacts that will influence infrastructure decisions. One impact relates to autonomous vehicles and increased public transit potentially resulting in how the institution addresses parking and road infrastructure. This may require more sensors and cameras across the institution to support vehicle and passenger safety. Similarly, advances in alternative energy systems may result in changes to the utility grid and power systems, water collection and storage, and even energy storage. This could have a direct impact to the adjacent partners that use the University of Alberta's utility systems. Student learning spaces may shift from a 'sage on the stage' to a 'guide on the side' suggesting a greater need for more collaboration and collision space for students to work together in ways that better enable collaboration and inter-disciplinary learning. Lastly, there may be mergers or acquisitions in post-secondary that expand the volume of assets that the University of Alberta is responsible for, thereby requiring even greater discipline in space optimization and efficient use and maintenance of infrastructure. These are only a handful of the impacts that changes in the environment, the fiscal context and advancements in technology could potentially influence our infrastructure. Facilities and Operations will increasingly undergo environmental scanning, strategic foresight and risk analysis, appropriate adoption of technology, and acceleration of analytics to understand the impact of potential decisions.

Summary

The current situation is not sustainable and action is needed now—this Strategy will strengthen how we care for our campuses to ensure long term resilience and sustainability.

Infrastructure is an enormous collective investment and a tremendous resource for a community, society, and the economy. All members of the University of Alberta community are stewards of its buildings and grounds. The majority of assets are increasingly vulnerable to outliving their life cycle, bringing safety, student and research programming, financial enterprise risks, and escalating overall operations and maintenance costs. The current situation is not sustainable and action is needed now, therefore this Integrated Asset Management Strategy requires extensive thought, input, and action. These challenges are not insurmountable but will require dedicated resources, behaviour change, concerted focus, and purposeful collaboration.

This Strategy and the actions within it will strengthen how the institution cares for its assets and work toward bending the trend of operations and maintenance expenditures to ensure that the institution is resilient and sustainable for the long-term. Strategic asset management will underpin all activities and investment decisions related to managing our physical infrastructure assets in order to ensure optimal outcomes that underpin the core mission.

UNIVERSITY OF
ALBERTA

Governance Executive Summary
Action Item

Agenda Title	**Workplace Impairment Policy and Procedures**

Motion

THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee and General Faculties Council, approve the Workplace Impairment Policy, the Workplace Impairment Disclosure and Reporting Procedure, the Managing Impairment in Safety-Sensitive Positions Procedure, and the Drug Testing Procedure, as set forth in Attachments 2 – 5, to take effect September 1, 2019.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources)
Presenter(s)	Gitta Kulczycki, Vice-President (Finance and Administration) Michelle Bonnici, Director, HR Integrated Client Services, Human Resource Services

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the Proposal is (*please be specific*)	To obtain approval of the Workplace Impairment Policy and related procedures which have been developed after extensive consultation and feedback.
Executive Summary (*outline the specific item – and remember your audience*)	Occupational health and safety legislation imposes general duties on employers, contractors, and managers/supervisors to provide a safe work environment and take all reasonable precautions to protect the health and safety of employees in the workplace. Employees also have obligations under the legislation to protect their own safety and the health and safety of others at the worksite. Impairment from drugs, alcohol, medications, substances or other impairing conditions can affect employee performance, have significant adverse impacts, and create risk to people, property, research and reputation. The Workplace Impairment Policy Suite: • Is designed to ensure that the University is a safe and healthy workplace that supports employees and supervisors in that pursuit. • Identifies expectations of employees to attend work "fit for work" and remain fit for work while on duty. • Outlines responsibilities for managers and supervisors for identifying and responding to impairment in the workplace. • Reinforces the University's commitment to support employees who disclose they have alcohol or drug dependency or other conditions that could cause workplace impairment. The policy and three procedures have particular emphasis on: • Defining impairment and the necessity of employees being fit for work

	• Managing impairment in safety sensitive work • How to disclosure and report workplace impairment • Providing guidance to managers and supervisors in dealing with impairment in the workplace • Process for 3rd party impairment testing
Supplementary Notes / context	On the recommendation of the Board Human Resources and Compensation Committee, clarification was added to Section 8 within the Workplace Impairment Policy regarding requirements for disclosure of substance addictions and within Section 2(c) of the Workplace Impairment Disclosure and Reporting Procedure to clarify that reassignment or temporary removal from a worksite can apply to employees in non-safety sensitive positions/work. Section 1(f) within the same procedure was revised to clarify what information is required from the employee's physician and for what purpose.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources) • Michelle Bonnici, Director, HR Integrated Client Services • Gerry McCune, Director, Organizational Development, Equity and Health • Marj Cayford, Senior Human Resources Partner
	*Those who have been **consulted**:* • President's Executive Committee – Operational • University of Alberta Protective Services (UAPS) • Human Resource Services • Environmental Health & Safety • Managers/supervisors from faculties and departments on all campuses, in particular those with prevalent safety-sensitive work • Staff Associations (NASA, AASUA, GSA, PDFA) (January 2019) • PEAC (January 7, 2019) • Vice-Provosts Council (January 14, 2019) • Deans Council (February 6, 2019) • GFC Exec (February 11, 2019) • PACC (February 19, 2019) • GFC (February 25, 2019) • Chairs Council (March 15, 2019)
	*Those who have been **informed**:* • Assistant Deans/Senior Financial Officers • Administrative Strategic Council • BHRCC
Approval Route (Governance) (including meeting dates)	GFC Executive Committee – April 15, 2019 (for recommendation) General Faculties Council – April 29, 2019 (for recommendation) BHRCC – May 28, 2019 (for recommendation) Board of Governors – June 14, 2019 (for approval)

Strategic Alignment

Alignment with *For the Public*	SUSTAIN. Objective 19 iii) Endorse a strong culture of safety

Good	awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☐ Relationship with Stakeholders ☒ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☒ Safety ☐ Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference Board Human Resources and Compensation Committee Terms of Reference The *Cannabis Act*

Attachments:

1. Workplace Impairment Policy Suite – Summary of Substantive Changes (2 pages) – for information
2. Workplace Impairment Policy (7 pages) **– for approval**
3. Workplace Impairment Disclosure and Reporting Procedure (4 pages) **– for approval**
4. Managing Impairment in Safety-Sensitive Positions Procedure (4 pages) **– for approval**
5. Drug Testing Procedure (4 pages) **– for approval**

Prepared by: Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources)

Workplace Impairment Policy Suite
Summary of Substantive Changes from Governance Feedback Received
June 7, 2019

	Section	Change
Workplace Impairment Policy	Overview	● Moved paragraph related to personal time and work time from the *Managing Impairment in Safety Sensitive Positions Procedure* to the policy ● Removal of section related to "principles" as it was a duplicate of other information within the policy
	Policy	● Addition of 5. clarifying when the policy applies to students ● Section 7. Drug Testing - wording changed to apply to all employees, not just those in safety-sensitive positions ● Enhanced wording in Section 8 to clarify requirement regarding disclosure for substance addictions
	Definitions	● Revised definition of *Serious Incident or Near Miss* based on feedback from EHS ● Added definition of Employee
	General	● Changed all references to "faculty and staff" to "employee" throughout the entire policy/procedure suite
Managing Impairment in Safety-Sensitive Positions Procedure	Overview	● Paragraph related to personal time and work time moved to Policy
Workplace Impairment Disclosure and Reporting Procedure	Procedure	● Section 4. Privacy - revised privacy statement based on advice from IPO ● Section 1(f) - revised to clarify what information is required from the employee's physician and for what purpose ● Section 2(c) - removal of "in a safety sensitive position (including having safety-sensitive duties)" to clarify that reassignment or temporary removal from a worksite can apply to employees in non-safety sensitive positions/work
Drug Testing Procedure	Overview	● Removal of paragraph related to personal time and work time
	Procedure	● Section 1. Circumstances in Which Drug Testing May be Used - wording changed to apply to all employees, not just those in safety-sensitive positions ● Addition that the Vice-Provost and Associate Vice

		President has authority to invoke drug testing upon recommendation from a Dean or AVP
		● Addition to stipulate that employees subject to drug testing will be advised of their right to union representation and the union will be notified that a member has undergone testing
		● Section 5. Privacy - revised privacy statement based on advice from IPO

Original Approval Date:	**Most Recent Approval Date:**
Most Recent Editorial Date: **June 7, 2019**	**Effective Date:** **September 1, 2019**

Workplace Impairment Policy

Office of Accountability:	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors (Board Human Resources and Compensation Committee)
Scope:	Compliance with this University policy extends to all employees, volunteers, and contractors.

Overview

The University of Alberta has an obligation to provide a safe, healthy, and productive work environment for all **employees**. **Impairment** in the **workplace** can affect employee performance, have significant adverse impacts, and create risk to people, property, research, and reputation.

All members of the **University community** are responsible for health and safety in the workplace. Occupational health and safety legislation imposes general duties on employers, contractors, and **managers/supervisors** to provide a safe work environment and take all reasonable precautions to protect the health and safety of employees and others in the workplace. Employees also have obligations under the legislation to protect their own safety and the health and safety of others in the workplace.

It is important to delineate the line between personal time and **work time**. Regardless of what an employee does on their personal time, they must report **fit for work** and remain fit for work during work time. This is particularly important in a **safety-sensitive position**, where their actions, reactions, decisions, or judgement could cause significant injury or harm to themselves or others.

Purpose

The purpose of this policy is to outline the responsibilities and expectations associated with workplace impairment and fitness for work. This policy is intended to:

a. help ensure the health and safety of employees and the safety of students, visitors, and members of the public by requiring all employees to report fit for work, which includes being free from impairment by alcohol and other **drugs**, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely;

b. define workplace impairment and outline the procedures that will be followed to investigate possible violations of the policy;

c. reinforce the University's commitment to ensure that employees with alcohol and/or drug addiction or other related disabilities are provided with assistance and appropriate accommodation in employment in accordance with applicable policy and human rights legislation; and

d. guide the management of risks associated with impairment in the workplace.

POLICY

1. All members of the University of Alberta community have a responsibility to ensure a safe, healthy, and productive working environment.

2. All employees must perform their job in a safe manner consistent with established University of Alberta standards, procedures, policies, and/or practices and in compliance with applicable legislation.

3. The University is committed to ensuring that no employee creates a risk for themselves and/or others or to the environment, physical infrastructure, and/or equipment as a result of impairment.

4. Employees must be fit for work and must notify their supervisor if they are not fit for work for any reason, including impairment or potential impairment.

5. This policy will apply to University of Alberta students only when the student is also an employee of the University of Alberta and when they are carrying out their duties as an employee. Behaviour of students who are not employed by the University of Alberta or who are not on duty will be addressed under the *Code of Student Behaviour*.

6. RESPONSIBILITIES

   Members of the University community may have multiple roles as described below.

   a. Senior leaders, including the President, Vice-Presidents, Vice-Provosts, Associate Vice-Presidents, Deans, Directors, and Chairs and other officers of the University exercise administrative responsibility to implement this policy and the related procedures within their respective areas of responsibility.

   b. Managers and supervisors are responsible for:
      i. ensuring safe work environments within their respective faculty, department, or unit as per Occupational Health and Safety legislation;
      ii. understanding their role and the University's policies and procedures related to impairment in the workplace;
      iii. identifying safety-sensitive positions and duties within their respective faculty, department or unit according to the criteria outlined in the *Managing Impairment in Safety Sensitive Positions Procedure*;
      iv. ensuring that contractors and/or volunteers are made aware of University policies in relation to impairment and safety in the workplace;
      v. promptly addressing actual or perceived impairment in the workplace in accordance with University policy, procedures, legislation, or applicable collective agreements;
      vi. attending any training and awareness programs that the University may recommend or direct, related to effects of use and abuse of alcohol or drugs and recognizing signs of impairment;
      vii. supporting employees who are seeking assessment, counselling, referral, and support programs where addiction may be a concern; and

      viii.   maintaining appropriate privacy and confidentiality related to alcohol or drug use and/or medical information about a faculty or staff member.

  c. Employees are expected to:
- i. perform their duties in a safe manner and in all ways consistent with established University of Alberta standards, procedures, policies, and/or practices and in compliance with applicable legislation;
- ii. read, understand, and adhere to this policy and their responsibilities under it;
- iii. recognize if their position or assigned duties would be considered safety-sensitive based on the criteria outlined in the *Managing Impairment in Safety Sensitive Positions Procedure;*
- iv. proactively take all reasonable steps to obtain information about and understand the potential impairing effects of any drug they consume, in terms of impairment in the workplace generally, and specific to their position and duties, including but not limited to seeking the advice of physicians and/or pharmacists;
- v. report and remain fit for work during work time;
- vi. immediately advise their supervisor if they know or reasonably ought to know or suspect that they are unfit for work for any reason;
- vii. co-operate with any work modification related to their fitness for work;
- viii. notify their supervisor, a manager, Human Resources, or Environment Health and Safety if they believe an employee, contract worker, or volunteer is not fit for work during work time;
- ix. manage personal factors which impact their ability to perform their duties unimpaired and to the full extent of their capability;
- x. seek advice and follow appropriate treatment if they have a current or emerging substance addiction, and follow recommended monitoring programs after attending treatment; and
- xi. fully cooperate with an investigation into a violation of this policy or associated procedures.

  d. Human Resources is responsible for:
- i. supporting departments and units in the interpretation and application of this policy and related guidelines;
- ii. informing the appropriate stakeholders when substantive changes to the policy occur;
- iii. providing supervisors, faculty, and staff with information related to use or abuse of alcohol or drugs;
- iv. support the development of training and/or resources to assist supervisors to recognize signs of impairment; and
- v. support supervisors in managing performance concerns.

  e. Environment, Health and Safety will support departments and units in the interpretation and application of this policy and related procedures as it relates to the Occupational Health and Safety Act.

7.   DRUG TESTING

    The University may require **drug testing** for employees in the following circumstances:

  a.   Post-Incident - as part of an investigation into a **serious incident or near miss** where impairment is a suspected cause.

  b.   **Reasonable suspicion** - where the employee exhibits observable signs of impairment during work time.

c. Pursuant to a reinstatement monitoring agreement, a continued employment agreement, or any other agreement entered into by the University, the employee, and the employee's union or association (where applicable).

8. ADDICTIONS, ASSISTANCE AND SUPPORT

Employees who are or suspect they are experiencing a substance addiction problem that is or is reasonably likely to affect their job performance or cause a violation of this policy are required to disclose that to their supervisor or the University's third party disability management provider before their job performance is affected or a violation of the policy occurs, failing which they may be subject to disciplinary action. Where the employee has made such a disclosure, they shall provide objective medical evidence of the addiction satisfactory to the University's third party disability management provider. If an addiction is established by the medical evidence, the University will reasonably accommodate the medical condition in accordance with applicable law, including allowing the employee to take appropriate leave for treatment.

If an employee discloses to their supervisor or the University's third party disability management provider and seeks assistance for a substance addiction problem, the employee will not be disciplined for such disclosure or for seeking such assistance. However, where an employee violates the policy but has not expressly disclosed or sought assistance for a substance dependency problem in accordance with the policy before that violation of the policy, then that violation may be grounds for disciplinary action. Failure to disclose and seek assistance for a substance addiction problem is not a pre-condition for discipline respecting any other violation of this policy.

9. FAILURE TO COMPLY

Any employee who fails to fulfill the requirements of this policy and its associated procedures may be subject to discipline and/or other action pursuant to any applicable collective agreement, handbook, legislation or University policy, up to and including termination of employment and prosecution if appropriate.

DEFINITIONS

Any definitions listed in the following table apply to this document and its related policies and procedures only with no implied or intended institution-wide use. **[▲Top]**	
Employee	Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.
Drug	Any substance, including but not limited to alcohol, cannabis, illicit drugs or medications (prescribed or over-the-counter), or other mood-altering substance, the use of which has the potential to change or adversely affect the way a person thinks, feels or acts. For purposes of this policy, drugs of concern are those that affect whether an employee is fit for work.
	Alcohol refers to beer, wine and distilled spirits, and includes the alcohol found in medicines or other products.
	Cannabis refers to a cannabis plant or bi-product of a cannabis plant obtained legally for recreational use or medicinal use.
	Illicit Drug means any drug or substance whose use, sale, possession, purchase or transfer is restricted or prohibited by law.
	Medication refers to a drug obtained legally, either over-the-counter or through a doctor's prescription or appropriate authorization, designed to remedy, control, or prevent illness. For clarity, in the case of medicinal cannabis, the employee must have an authorization for use to the extent such authorization is required by law for medicinal use.
Drug Testing	A test that examines a person's blood, urine, breath, saliva, or other sample to determine the presence of impairing substances in the body.
Employee	Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.
Fit for Work	Refers to an employee's ability to maintain a physical, mental, and emotional state that enables them to perform the physical and mental demands of their job and/or duties safely, effectively, and in a manner that does not increase risk to themselves and others or the University. This includes being free from impairment by alcohol or drugs, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely.

Impairment	The state of being unable to perform work safely and productively, including not being fit for work because of intoxication by alcohol or drugs.
Manager/Supervisor	A person who has charge of a workplace or authority over a worker.
Reasonable Suspicion	Inference based on circumstances, observations, and/or reports that indicate impairment in the workplace may be present or that the employee is under the influence of alcohol or drugs.
Safety-Sensitive Position	Position where some or all of the work duties and operational processes have the potential, if performed improperly, for a serious incident or near miss. A safety-sensitive position includes positions where only certain duties are safety-sensitive.
Serious Incident or Near Miss	Refers to an unplanned event, circumstance or condition that caused or had a high likelihood to cause damage or injury to person, property, reputation, security or the environment, and/or would result in a report to a municipal, provincial, or federal regulator.
University Community	Includes all academic staff and colleagues, administrators, support staff and excluded staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B) as well as third party contractors, visiting speakers, volunteers, professors emeriti, undergraduate students, graduate students, postdoctoral fellows, and visitors.
Work time	The period of time when the employee is expected to perform or be ready to perform any duties of their position. This includes all breaks, both scheduled and unscheduled time, and generally any time that the employee is engaged in work, activity or travel in their capacity as a University of Alberta employee.
Workplace	Any place where employees, volunteers, or contractors of the University of Alberta perform work as part of their assigned responsibilities.

RELATED LINKS

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Supports and Resources

\<links\>

Information

Occupational Health and Safety Act

Freedom of Information and Protection of Privacy Act

Alberta Human Rights Act

Related Policies

Disability Management/Health Recovery Support Policy

Discrimination Harassment and Duty to Accommodate Policy

Employee and Family Assistance (EFAP) Policy

Environment, Health and Safety Policy

Helping Individuals at Risk Policy

Hospitality, Working Sessions/Committee Meetings and University Employee Functions Procedure

Alcohol Policy

Ethical Conduct and Safe Disclosure Policy

PUBLISHED PROCEDURES OF THIS POLICY

Managing Impairment in Safety-Sensitive Positions Procedure

Workplace Impairment Disclosure and Reporting Procedure

Drug Testing Procedure

Original Approval Date:

Most Recent Editorial Date: June 4, 2019

Parent Policy: Workplace Impairment Policy

Most Recent Approval Date:

Effective Date: September 1, 2019

Workplace Impairment Disclosure and Reporting Procedure

Office of Accountability:	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors (Board Human Resources and Compensation Committee)
Scope:	Compliance with this University policy extends to all employees, volunteers, and contractors.

Overview

Ensuring a **workplace** is free from impairment requires a combination of workplace observation, **employee** disclosure, and reporting potential impairment. This is important in all positions, and is a priority in **safety sensitive positions**.

All employees must report **fit for work**. This disclosure and reporting procedure outlines the requirements for employees to self-disclose potential workplace impacts of alcohol and drugs or impairing conditions and to report any suspected impairment in the workplace to their supervisor.

Purpose

The purpose of this procedure is to outline how an employee can self-disclose and/or report impairment in the workplace.

PROCEDURE

1. EMPLOYEE SELF-DISCLOSURE

   a. Employees must report fit for work.

   b. When an employee is not fit for work for any reason, they must disclose it to their **manager/supervisor** prior to conducting work, particularly if engaged in safety-sensitive duties.

   c. Employees are required to inform their supervisor when their use of over-the-counter, prescription, or authorized drugs could reasonably be expected to cause **impairment** during **work time**. In situations where temporary modified duties or permanent accommodation may be required, employees will be expected to provide sufficient information and documentation to the University's third-party disability management provider to validate limitations and restrictions.

d. An employee who discloses that they are not fit for work is not required to disclose the specific cause of the impairment, the substance used, the medical condition, or medication used that is causing the impairment to their supervisor or manager.

e. Supervisors and managers must assess the risk when an employee discloses that they are not fit for work or that they are using drugs that could reasonably be expected to cause impairment during work time, and determine how to ensure safety and satisfaction of operational needs. An employee who discloses that they are not fit for work due to impairment may be re-assigned to alternate duties or may be temporarily removed from the work site.

f. Information from the employee's physician may be requested by the University's third party disability management adjudicator to assess how a medical condition, medication, drug or substance is or could impact an employee's fitness for work, whether there is risk of impairment, whether an employee can conduct certain tasks and how long any reassignment of duties may be required.

g. Employees who disclose that they are experiencing a substance addiction will be required to provide objective medical evidence of the addiction satisfactory to the University's third party disability management provider.

2. REPORTING IMPAIRMENT

a. Any individual who witnesses impairment in the workplace or has a reasonable basis to believe that an employee may be impaired is expected to report the impairment or suspected impairment to their supervisor, a manager, or one of the following offices: Human Resources or Environment Health and Safety.

b. When an individual reports suspected impairment in the workplace, the person to whom it is reported must take appropriate action.

c. Where there is **reasonable suspicion** that an employee is impaired, the employee may be immediately re-assigned to alternate duties on a temporary basis or removed from the work site, pending further investigation and information being obtained.

d. The University will not tolerate any reprisal, directly or indirectly, against anyone who, in good faith, makes a report or is a witness to a report.

e. The University also recognizes the serious nature of reports that are made in bad faith and it may take disciplinary action should reports be shown to be malicious, frivolous, fraudulent, or vexatious. Submitting a report in good faith is not a violation of this policy.

3. FAILURE TO COMPLY

Any employee who fails to fulfill the requirements of this procedure may be subject to disciplinary and other action pursuant to any applicable collective and other agreements, legislation or University policy, up to and including termination of employment and prosecution if appropriate.

4. PRIVACY

Any **personal information** (including health information) collected, used or disclosed under this procedure will occur only in compliance with the Freedom of Information and Protection of Privacy Act, the Personal Information Protection Act, and the University's related Access to Information and Protection of Privacy Procedure and Policy.

DEFINITIONS

Any definitions listed in the following table apply to this document and its related policies or procedures only with no implied or intended institution-wide use. **[▲Top]**	
Employee	Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.
Fit for Work	Refers to an employee's ability to maintain a physical, mental, and emotional state that enables them to perform the physical and mental demands of their job and/or duties safely, effectively, and in a manner that does not increase risk to themselves and others or the University. This includes being free from impairment by alcohol or drugs, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely.
Impairment	The state of being unable to perform work safely and productively, including not being fit for work because of intoxication by alcohol or drugs.
Manager/Supervisor	A person who has charge of a workplace or authority over a worker.
Personal Information	Personal information means recorded information about an identifiable individual. This includes information such as the individual's: a. name and contact information, age, and gender; b. student or employee ID #, or other identifying number; c. application for employment, salary, employment evaluations, and other employment history; d. grades, assignments, and other educational history; e. health information or financial information; f. race, national or ethnic origin, or colour; g. religious or political beliefs or associations; h. marital status or family status; i. biometric information; and j. criminal history. These are examples only, and not a comprehensive list. Further examples of personal information are set out in the Appendix to Access to Information and Protection of Privacy Procedure.

Reasonable Suspicion	Inference based on circumstances, observations, and/or reports that indicate impairment in the workplace may be present or that the employee is under the influence of alcohol or drugs.
Safety-Sensitive Position	Positions where some or all of the work duties and operational processes have the potential, if performed improperly, for a **serious incident or near miss**. A safety-sensitive position includes positions where only certain duties are safety-sensitive.
Serious Incident or Near Miss	Refers to an unplanned event, circumstance or condition that caused or had a high likelihood to cause damage or injury to person, property, reputation, security or the environment, and/or would result in a report to a municipal, provincial, or federal regulator.
Work time	The period of time when the employee is expected to perform or be ready to perform any duties of their position. This includes all breaks, both scheduled and unscheduled time, and generally any time that the employee is engaged in work, activity or travel in their capacity as a University of Alberta employee.
Workplace	Any place where faculty, staff, volunteers, or contractors, of the University of Alberta perform work as part of their assigned responsibilities.

RELATED LINKS

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Access to Information and Protection of Privacy Policy

Access to Information and Protection of Privacy Procedure

Workplace Impairment Policy

Managing Impairment in Safety-Sensitive Positions Procedure

Drug Testing Procedure

Original Approval Date:

Most Recent Editorial Date: April 4, 2019

Parent Policy: Workplace Impairment Policy

Most Recent Approval Date:

Effective Date: September 1, 2019

Managing Impairment in Safety-Sensitive Positions Procedure

Office of Accountability:	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors (Board Human Resources and Compensation Committee)
Scope:	Compliance with this University policy extends to all employees, volunteers, and contractors.

Overview

Safety sensitive positions are particularly susceptible to increased risk due to **impairment** in the **workplace**. It is important to properly define and identify safety-sensitive positions and ensure **employees** are educated, trained, and aware of their responsibilities related to being **fit for work** and reporting workplace impairment.

Purpose

The purpose of this procedure is to outline the requirements for managing impairment in safety-sensitive positions and for safety-sensitive duties. This includes identifying safety-sensitive positions as well as educating and training employees on dangers of impairment when performing safety-sensitive work.

PROCEDURE

1. IDENTIFICATION OF SAFETY-SENSITIVE POSITIONS AND DUTIES

   Managers/supervisors of each department/unit must identify positions and duties that are considered safety-sensitive. In order to be considered safety-sensitive, the position or duties must meet any one of criteria outlined below.

   In some cases a position may not be considered safety-sensitive (e.g. office work) but may have certain duties which are safety-sensitive, such as occasionally driving a motor vehicle. These duties must be identified as safety-sensitive, and for purposes of this procedure make the position a safety-sensitive position.

   The criteria for identification of safety-sensitive positions and duties include:

   a. Use and maintenance of equipment, machinery, or powered tools (e.g. chainsaw, pneumatic-actuated tools, welding equipment).

b. Transport, handling or use of hazardous materials including, but not limited to: flammable, corrosive, dangerously reactive, toxic, biological materials, radioactive materials, designated equipment.

c. Work in high hazard areas (e.g. work at heights, confined spaces, rigging, working near heavy equipment, high pressure systems, high voltage, or high vehicle traffic areas).

d. Working in potentially dangerous environments (e.g. working alone, field work, remote locations, laboratories).

e. Positions or duties in which there is a reasonable expectation for duty of care to students, staff, the general public, or animals (some examples include aquatics, first aiders, peace officers, first responders, volunteer coordinators, summer camp leaders, physicians, nurses, psychologists, dentists, pharmacists, veterinarians, animal technicians).

f. Operation of motorized equipment (e.g. driving a vehicle, or operating heavy machinery).

g. Decision-critical positions or duties related to health and safety in which critical decisions could affect the safe operation of the University (e.g. installation, maintenance or monitoring of life safety systems such as fire alarm systems, supervisors of safety-sensitive positions. operation and care of utilities).

2. NOTIFICATION OF SAFETY SENSITIVE DUTIES

Employees in safety-sensitive positions must be made aware that their position or specific duties are considered safety-sensitive, either through verbal notification and explanation or through appropriate notation on the job fact sheet/position description, or both. Whether an employee has been told their position is safety-sensitive is not by itself determinative of whether they know or ought to know that it is.

3. EDUCATE EMPLOYEES ON THEIR RESPONSIBILITIES

Managers and supervisors must take reasonable steps to ensure employees in safety-sensitive positions or with safety-sensitive duties have adequate education, training, and awareness of their responsibilities related to being fit for work and reporting workplace impairment in accordance with University policies and procedures.

DEFINITIONS

Any definitions listed in the following table apply to this document and its related policies and procedures only with no implied or intended institution-wide use. **[▲Top]**	
Drug	Any substance, including but not limited to alcohol, cannabis, illicit drugs or medications (prescribed or over-the-counter), or other mood-altering substance, the use of which has the potential to change or adversely affect the way a person thinks, feels or acts. For purposes of this policy, drugs of concern are those that affect whether an employee is fit for work.
	Alcohol refers to beer, wine and distilled spirits, and includes the alcohol found in medicines or other products.

	Cannabis refers to a cannabis plant or bi-product of a cannabis plant obtained legally for recreational use or medicinal use. Illicit Drug means any drug or substance whose; use, sale, possession, purchase or transfer is restricted or prohibited by law. Medication refers to a drug obtained legally, either over-the-counter or through a doctor's prescription or appropriate authorization, designed to remedy, control, or prevent illness. For clarity, in the case of medicinal cannabis, the employee must have an authorization for use to the extent such authorization is required by law for medicinal use.
Employee	Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.
Fit for Work	Refers to an employee's ability to maintain a physical, mental and emotional state that enables them to perform the physical and mental demands of their job and/or duties safely, effectively, and in a manner that does not increase risk to themselves and others or the University. This includes being free from impairment by alcohol or **drugs**, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely.
Impairment	The state of being unable to perform work safely and productively, including not being fit for work because of intoxication by alcohol or drugs.
Manager/Supervisor	A person who has charge of a workplace or authority over a worker.
Safety-Sensitive Position	Position where some or all of the work duties and operational processes have the potential, if performed improperly, for a **serious incident or near miss**. A safety-sensitive position includes positions where only certain duties are safety-sensitive.
Serious Incident or Near Miss	Refers to an unplanned event, circumstance or condition that caused or had a high likelihood to cause damage or injury to person, property, reputation, security or the environment, and/or would result in a report to a municipal, provincial, or federal regulator.
Work time	The period of time when the employee is expected to perform or be ready to perform any duties of their position. This includes all breaks, both scheduled and unscheduled time, and generally any time that the employee is engaged in work, activity or travel in their capacity as a University of Alberta employee.
Workplace	Any place where employees, volunteers, or contractors of the University of Alberta perform work as part of their assigned responsibilities.

RELATED LINKS

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Occupational Health and Safety Act

Workplace Impairment Policy

Workplace Impairment Disclosure and Reporting Procedure

Drug Testing Procedure

Original Approval Date: **Most Recent Approval Date:**

Most Recent Editorial Date: April 4, 2019   **Effective Date:**   September 1, 2019

Parent Policy: **Workplace Impairment Policy**

Drug Testing Procedure

Office of Accountability:	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors (Board Human Resources and Compensation Committee)
Scope:	Compliance with this University policy extends to all employees, volunteers, and contractors.

Overview

Impairment in the **workplace** can increase the risk of **employee** actions causing damage or injury to persons, property, reputation, security or the environment. **Safety-sensitive positions** are particularly susceptible to increased risk due to **impairment** in the workplace. In order to effectively manage impairment in the workplace, **drug testing** may be required under certain circumstances.

Purpose

The purpose of this procedure is to outline the procedures that apply when determining when and how the University of Alberta will conduct **drug** testing on its employees. Drug testing is only one tool to assist in determining workplace impairment and will be used along with workplace observation, employee disclosure, reporting requirements, and employee behavior monitoring.

PROCEDURE

1. CIRCUMSTANCES IN WHICH DRUG TESTING MAY BE USED

   The University of Alberta reserves the right to conduct drug testing in accordance with the *Workplace Impairment Policy*. There are three scenarios in which the University may require drug testing :

   a) Post-Incident - as part of an investigation into a **serious incident or near miss** where impairment is a suspected cause.

   b) **Reasonable suspicion** - where the employee exhibits observable signs of impairment during work time.

   c) Pursuant to a reinstatement monitoring agreement, a continued employment agreement, or any other agreement entered into by the University, the employee and the employee's union or association (where applicable).

   Impairment during work time will typically be managed through observation, self-reporting, employee management, and a respectful workplace in order to maintain a high standard in safety

sensitive positions, however drug testing may be used as a supplement to these measures in the noted circumstances.

The Vice-Provost and Associate Vice-President (Human Resources) may invoke the drug testing procedure in circumstances where they deem it appropriate or upon recommendation from a Dean, Associate Vice-President or the most senior administrator for an academic or administrative unit, who shall consult with Human Resources prior to making any such recommendation.

If drug testing is conducted on an employee who is represented by a union or staff association, the employee will be advised of their right to representation by the union or staff association and the union or staff association shall be advised at the earliest possible opportunity that the employee has undergone drug testing.

2. CONDUCTING A DRUG TEST

Drug testing must be conducted as soon as practical upon the presentation of the applicable circumstances noted in this procedure and the related *Workplace Impairment Policy*. All drug tests will be completed by a third-party provider that specializes in workplace-related drug testing.

If an employee is required to submit to a test, they will be removed from duty until the test is complete and must remain under direct supervision until they are transported to and from the testing site.

If an employee fails to report directly for a test, refuses to submit to a test upon request in accordance with this policy and related procedures, refuses to agree to disclosure of a test result to the University, attempts to tamper with a test sample, or otherwise obstructs the testing process, they will be deemed to have tested positive.

3. STEPS FOLLOWING A NEGATIVE TEST

Where the drug test is negative for drugs that may have caused the employee to not be **fit for work** during **work time**, any concerns regarding employee behavior and workplace performance will be handled in accordance with the appropriate collective agreements or University of Alberta policies.

4. STEPS FOLLOWING A POSITIVE TEST

Where the drug test is positive for drugs that may have caused the employee to not be fit for work during work time, the employee may be subject to disciplinary and other action pursuant to any applicable collective and other agreements, legislation, or University policy, up to and including termination of employment and prosecution if appropriate. Typically any positive test will be considered in combination with surrounding circumstances including workplace observation and employee reporting. Employee performance will be managed in accordance with the appropriate collective agreements and University of Alberta policies.

5. PRIVACY

Any **personal information** (including health information) collected, used or disclosed under this procedure will occur only in compliance with the Freedom of Information and Protection of Privacy Act, the Personal Information Protection Act, and the University's related Access to Information and Protection of Privacy Procedure and Policy.

DEFINITIONS

Any definitions listed in the following table apply to this document and its related policies and procedures only with no implied or intended institution-wide use. **[▲Top]**	
Drug	Any substance, including but not limited to alcohol, cannabis, illicit drugs or medications (prescribed or over-the-counter), or other mood-altering substance, the use of which has the potential to change or adversely affect the way a person thinks, feels or acts. For purposes of this policy, drugs of concern are those that affect whether an employee is fit for work. Alcohol refers to beer, wine and distilled spirits, and includes the alcohol found in medicines or other products. Cannabis refers to a cannabis plant or bi-product of a cannabis plant obtained legally for recreational use or medicinal use. Illicit Drug means any drug or substance whose use, sale, possession, purchase or transfer is restricted or prohibited by law. Medication refers to a drug obtained legally, either over-the-counter or through a doctor's prescription or appropriate authorization, designed to remedy, control or prevent illness. For clarity, in the case of medicinal cannabis, the employee must have an authorization for use to the extent such authorization is required by law for medicinal use.
Drug Testing	A test that examines a person's blood, urine, breath, saliva, or other sample to determine the presence of impairing substances in the body.
Employee	Includes academic staff, support staff, excluded staff, management, administrators, student staff, post-doctoral fellows, volunteers, contractors, or other staff.
Fit for Work	Refers to an employee's ability to maintain a physical, mental, and emotional state that enables them to perform the physical and mental demands of their job and/or duties safely, effectively, and in a manner that does not increase risk to themselves and others or the University. This includes being free from impairment by alcohol or drugs, the misuse of and/or failure to take medications as prescribed, and/or any condition that could impair a person's ability to work safely.
Impairment	The state of being unable to perform work safely and productively, including not being fit for work because of intoxication by alcohol or drugs.

Personal Information	Personal information means recorded information about an identifiable individual. This includes information such as the individual's: a. name and contact information, age, and gender; b. student or employee ID #, or other identifying number; c. application for employment, salary, employment evaluations, and other employment history; d. grades, assignments, and other educational history; e. health information or financial information; f. race, national or ethnic origin, or colour; g. religious or political beliefs or associations; h. marital status or family status; i. biometric information; and j. criminal history. These are examples only, and not a comprehensive list. Further examples of personal information are set out in the Appendix to Access to Information and Protection of Privacy Procedure.
Reasonable Suspicion	Inference based on circumstances, observations, and/or reports that indicate impairment in the workplace may be present or that the employee is under the influence of alcohol or drugs.
Safety-Sensitive Position	Position where some or all of the work duties and operational processes have the potential, if performed improperly, for a serious incident or near miss. A safety-sensitive position includes positions where only certain duties are safety-sensitive.
Serious Incident or Near Miss	Refers to an unplanned event, circumstance or condition that caused or had a high likelihood to cause damage or injury to person, property, reputation, security or the environment, and/or would result in a report to a municipal, provincial, or federal regulator.
Work time	The period of time when the employee is expected to perform or be ready to perform any duties of their position. This includes all breaks, both scheduled and unscheduled time, and generally any time that the employee is engaged in work, activity or travel in their capacity as a University of Alberta employee.
Workplace	Any place where employees, volunteers, or contractors of the University of Alberta perform work as part of their assigned responsibilities.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. **[▲Top]**

Access to Information and Protection of Privacy Policy

Access to Information and Protection of Privacy Procedure

Workplace Impairment Policy

Managing Impairment in Safety-Sensitive Positions Procedure

Workplace Impairment Disclosure and Reporting Procedure

Item No. 9a

Governance Executive Summary
Action Item

Agenda Title	University of Alberta International Strategic Plan

Motion

THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the proposed University of Alberta International Strategic Plan, as proposed by the Provost and Vice-President (Academic), and as contained in Attachment 1, to be effective upon final approval.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	To present the University of Alberta International Strategic Plan for discussion and approval.
Executive Summary (*outline the specific item – and remember your audience*)	The proposed University of Alberta International Strategic Plan contains 11 specific institutional objectives directly linked to the five themes within *For the Public Good*, as well as a number of strategies to build upon the University's well-established leadership in international engagement and to guide such initiatives into the future.

The objectives and strategies within the International Strategic Plan were developed during a broad 24 month consultation process with members of the University community. |
| Supplementary Notes / context | |

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI)
	*Those who have been **consulted**:* • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI) • Students' Union (SU) • Graduate Students' Association (GSA) • Office of the Vice-President (Research) • Office of Advancement • Office of the Registrar • University Governance • University Libraries • Faculty of Graduate Studies and Research • Deans' Council • Vice-Provosts' Council • GFC Academic Planning Committee

	• Board Learning and Discovery Committee • President's Committee on International Strategies (PCIS) • International Steering Committee (ISC) • Associate Deans, all Faculties
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee: May 8, 2019 (for recommendation) GFC Executive Committee: May 13, 2019 (for recommendation) General Faculties Council: May 27, 2019 (for recommendation) Board Learning & Discovery Cttee: May 31, 2019 (for recommendation) Board of Governors: June 14, 2019 (for approval)

Strategic Alignment

Alignment with *For the Public Good*	*VISION: To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.* *MISSION: Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.* *VALUES: The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally* *The International Strategy was developed to reflect all five goals within For the Public Good: Build, Experience, Excel, Engage, and Sustain.*
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	☒ Enrolment Management ☒ Relationship with Stakeholders ☒ Faculty and Staff ☒ Reputation ☒ Funding and Resource Management ☒ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☒ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC APC Terms of Reference GFC Executive Committee Terms of Reference GFC Terms of Reference BLDC Terms of Reference – Mandates 3 a,g,h,k

Attachment:
  1. Proposed University of Alberta International Strategic Plan (13 pages)

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost , apatrick@ualberta.ca

International Strategic Plan for the University of Alberta

May 15, 2019

The University of Alberta's vision, as articulated in our Institutional Strategic Plan, *For the Public Good*, is to inspire the human spirit through outstanding achievements in learning, discovery and citizenship in a creative community, building one of the world's great universities for the public good. Indeed, we are leaders in international engagement, with a strong track record of accomplishments at home and abroad. We have developed this International Strategic Plan to guide us, as an institution, to build upon our strengths, and to facilitate a coordinated approach to all of our international endeavors. This plan also incorporates the principles described in the University of Alberta's *Strategic Plan for Equity, Diversity and Inclusivity*.

The International Strategic Plan is aligned with and organized along the five strategic goals in *For the Public Good*: **Build, Experience, Excel, Engage** and **Sustain**. Each section reiterates the overarching goal and provides a number of supporting international objectives, including some specific strategies to achieve them. An implementation plan with appropriate metrics is being developed to allow measurement of progress towards our objectives over the next five years.

I. BUILD

Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

International Objective 1:

Build a diverse community of exceptional undergraduate and graduate students from all parts of the world.

UAlberta's internationally diverse student population contributes to the institution's overall quest to attract students of outstanding talent and ambition. International students enrich the academic and cultural diversity of UAlberta and contribute to building more meaningful and relevant learning experiences for *all* students. UAlberta has seen, in recent years, a rapid growth in the numbers of international students, and the university has reached its overall enrollment targets of 20% of international students and fulfilled sub-targets of 15% of international students at the undergraduate level and 35% of international students at the graduate level. While these targets may evolve, in the interim, international student recruitment efforts will primarily aim at enhancing diversity and ensuring consistently high academic quality in the international student population. The increasing intensity of national and global competition for international undergraduate and graduate students will compel us to not only maintain our recruitment efforts but to refine them, expand their reach, manage their cost and improve their efficiency.

Strategy 1.1   Develop and implement international recruitment plans for undergraduate and graduate students such that all Faculties enroll highly performing international students from around the world, optimizing diversity and balance in the composition of the international student population. Regularly revisit our international targets and how they are framed to ensure they reflect the dynamic tension between international opportunity and domestic accountability.

Strategy 1.2   More fully develop synergies between undergraduate and graduate recruitment plans and between these plans and other strategic areas in UAlberta's internationalization (e.g. international alumni strategies, post-doctoral fellow recruitment plans). Ensure that recruitment plans satisfy the highest professional and ethical standards whilst ensuring best possible return on investment and cost efficiency.

Strategy 1.3   Collaborate with external stakeholders such as the Cities of Edmonton and Camrose, the Governments of Alberta and Canada, and other peer institutions on strategies to support their efforts to expand international student recruitment and build/improve talent acquisition strategies that fit the needs of both the province and the country.

Strategy 1.4	Grow the Sponsored Student Program by expanding professional and efficient interaction with sponsoring partners, their students and supervising professors.
Strategy 1.5	Enhance the availability of financial supports for international students and ensure that such use is regularly evaluated for its impact and appropriateness.

International Objective 2: **Build a community of exceptional faculty members and scholars at the university with backgrounds in many parts of the world.**	UAlberta is home to scholars from a wide range of countries. Almost 50% of professors at UAlberta have obtained an academic degree at a university outside of Canada. Scholars with an international background enrich teaching and research at our university. Scholars with backgrounds in countries outside of Canada are natural champions of internationalization and can act as ambassadors of these countries at our university, and of our university in these countries. We want to encourage and support all scholars at UAlberta, whether they are from Canada or from any other part of the world, to build their international network, globally connect with leading colleagues and leverage the most advanced resources available anywhere in the world.

Strategy 2.1	Ensure that the special contributions of scholars with international backgrounds and scholars with active international relationships are recognized, celebrated, and supported.
Strategy 2.2	Encourage and support associations and informal groups that bring together scholars from or with a special interest in a given country or region to advance the university's goals and reputation there.
Strategy 2.3	Develop a plan to recruit international post-doctoral fellows from targeted institutions.
Strategy 2.4	Facilitate international contacts and engagement in international collaboration notably for early career scholars.

International Objective 3:

Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full UAlberta community and our many stakeholders.

The University of Alberta is an international university with global impact. An international perspective is critical to telling the UAlberta story. This is true whether we are sharing our research discoveries with an international audience, articulating the contributions and benefits that our international activity brings to our campus and local communities, or celebrating the many ways we are bringing a global perspective to our teaching and learning. Building our reputation globally and locally as a university with a strong global perspective is of major importance as we seek to share our story with community, governments, funding bodies, and international partners. As the university develops its comprehensive brand platform, international storytelling and reputation-building are key.

Strategy 3.1	Develop a comprehensive communications strategy that profiles the university's strengths and achievements in international learning, discovery, and citizenship initiatives.
Strategy 3.2	Communicate to internal and external audiences the benefits of internationalization.
Strategy 3.3	Develop and enhance the use of mechanisms for communicating international opportunities in research, teaching, learning and service to the internal university community.

II. EXPERIENCE

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

International Objective 4:

Ensure inclusion of international students into the campus community; support them in their pursuit of their academic, personal, and professional goals; facilitate lasting relationships for international students with their Canadian peers, the university, the Cities of Edmonton and Camrose, the Province of Alberta, and Canada.

International students join the University of Alberta to pursue their academic interests, expand their knowledge of the world, develop skills and competencies, gain independence and personal development, advance their career prospects, and build lifelong friendships and networks. Upon graduation, students' goals include pursuing further studies or careers in Canada, in their home country or in a new destination.

We are committed to offering our international students the best possible support throughout their academic career at the University of Alberta and to helping them achieve their goals, including those inspired by their experience of living and studying at the University of Alberta. In engaging with their Canadian peers, inside and outside of the classrooms and research spaces, international students contribute to the global perspective that elevates our learning, research, and community service outcomes.

Strategy 4.1	Enhance services and programs that ensure academic success for international students.
Strategy 4.2	Ensure international students have opportunity to learn about the history of Indigenous peoples of Canada and about Canada's commitment to actions that promote reconciliation.
Strategy 4.3	Coordinate and align the efforts of all relevant internal as well as external stakeholders to ensure the broadest range of support and integration of our international student community.

Strategy 4.4	Increase intercultural learning opportunities for faculty, staff, and students on our campuses and ensure active participation of international students in such learning.
Strategy 4.5	Expand opportunities for international students to engage in career development through work-integrated learning activities and other programs designed to increase understanding of and transition to the Canadian workplace.

International Objective 5:

Introduce international dimensions in the learning experiences of all students to enrich their academic achievements, broaden their understanding of the world, educate them as global citizens, and facilitate their career success in a globalized economy.

We are committed to providing domestic and international students with ways to better understand the world and to develop the interest and ability to interact respectfully and effectively with people from diverse cultural, linguistic, religious, and ethnic backgrounds. We will foster a sense of global citizenship and responsibility in our students. Our undergraduate and graduate students in all Faculties will acquire the necessary skills and competencies to pursue varied career opportunities in an increasingly global labour market.

Strategy 5.1	Increase participation of undergraduate students in education and work abroad programs while enhancing the learning outcomes of these experiences.
Strategy 5.2	Expand international experiences for graduate students including participation in joint or dual degree programs, research collaborations, summer schools or internships abroad
Strategy 5.3	Enhance availability of financial support for all forms of international learning.
Strategy 5.4	Enhance the range and number of for-credit international learning experiences and improve the transfer credit outcomes for learning undertaken abroad.
Strategy 5.5	Increase participation in certificates that recognize students' achievements in global learning such as the Certificates in International Learning (CIL), Sustainability and Global Citizenship.

III. EXCEL

Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

International Objective 6:

Strengthen, expand, and effectively support the international dimension of research and innovation.

International collaboration in research and innovation enhances research excellence and improves the visibility of the UAlberta research enterprise and its reputation. International research collaboration yields an improved ability to tackle larger scale projects and to pool resources, notably also with regard to research infrastructure and expertise. With enhanced international visibility comes an enhanced institutional attractiveness for global talent. Joining forces with research partners abroad can facilitate access to wider funding opportunities.

Strategy 6.1	Establish an inventory of existing major international collaborations for research and innovation at UAlberta to give evidence of existing depth and breadth of international engagement and guide future strategy development at faculty and at central levels. Develop mechanisms to appropriately evaluate existing partnerships and measure potential of any new opportunities.
Strategy 6.2	Use the signature areas and other areas of research excellence as the key strategic drivers in determining selection of institutional research partners; develop mutually beneficial and complementary programs of joint research, training and researcher mobility.
Strategy 6.3	Match interests and expertise between international research initiatives in the university with strategic plans and priorities of all levels of government to contribute to shared goals, and leverage government support in promoting our research capabilities internationally.
Strategy 6.4	Streamline communication and coordination between faculties, VP Research, VP Advancement, Alumni Relations, Government Relations, and University of Alberta International (UAI) to identify larger scale international funding opportunities that can foster major research initiatives, especially in the context of the signature areas.
Strategy 6.5	Support researchers in identifying funding opportunities in an international context and facilitate grant writing in that context.

International Objective 7:

Establish, grow, and consolidate priority partnerships with a select number of institutions in countries of particular relevance to our university.

Through decades of active international engagement, manifold relationships and collaborative linkages have developed, many of which started at the individual level. Among the more successful and sustainable partnerships are those that evolved from the collaboration of individuals to broader engagement of departments, Faculties or the university and which have expanded beyond the original scope of activity.

Partnerships that integrate efforts between Faculties and other units across campus allow us to build and maintain some truly high-level interactions. We are committed to developing comprehensive priority partnerships that include a range of international activities, from major research collaboration to student mobility, and include opportunities to attract or leverage new funding, build profile and create innovative academic programming.

Priority partnerships will typically develop in countries and regions with which UAlberta has an existing network of relations. Other places may be of particular relevance to individual Faculties and be of priority for one specific dimension of the international agenda, such as recruitment or education abroad. In our priority partnerships, however, we will aim at a broader range of disciplines and types of interaction.

Strategy 7.1	Establish a framework for identifying and supporting institutional priority partners. Develop a process for ongoing review of institutional partnerships to evaluate progress, cost-benefit and strategic alignment.
Strategy 7.2	Develop a work plan for each priority partner which identifies key internal stakeholders, outlines priority activities and targets, creates opportunities to diversify the partnership and establishes communication strategies for internal and external audiences.
Strategy 7.3	Engage external stakeholders in various levels of government, the corporate sector, other Campus Alberta institutions, and community organizations in partnership activities, and communicate the benefits of such partnerships to a broad range of domestic and international audiences.
Strategy 7.4	Identify possibilities for bridge building and cluster development between priority partners to further expand reach and strengthen visibility.

IV. ENGAGE

Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

International Objective 8:

Strengthen active participation in international networks, membership associations, and consortia to learn from partners abroad and to profile our university as an institution that is focused on collaboration.

Institutions of higher education and research operate in an environment of increasing complexity and accelerating change. As we grow more and more closely together in a world of powerful communication technology and relatively convenient travel, we better recognize our partners near and far as great sources of learning and inspiration. We see the various opportunities to join forces with partners to pool resources, broaden the reach of our capabilities, and open new doors of understanding. We discover the potential for strengthening the voice of higher education and research nationally and internationally through partnerships within our global community.

Strategy 8.1	Maintain and enhance engagement with some key national and global membership organizations (such as Universities Canada, the U15, and the World Universities Network) that enrich the scholarly agenda and profile UAlberta as a globally minded institution.
Strategy 8.2	Encourage university members at all levels to engage in international organizations, both for academic purposes and for purposes relating to governing and managing the university.
Strategy 8.3	Create more opportunities for our alumni who are living at home or abroad (international and Canadian) to contribute to UAlberta's international agenda.

International Objective 9:

Encourage UAlberta's involvement with initiatives to benefit communities around the world that strive to better the lives of their citizens, to build peace, and to secure a sustainable future.

UAlberta has a long tradition of engagement in projects and initiatives that have contributed to improving the human condition in economically underprivileged parts of the world, in zones of conflict, and in areas affected by natural disaster or major public health challenges. Such activities have been successful because of contributions of many different faculties, student groups, and dedicated individual members of our university. This spirit of global responsibility and commitment to "uplifting of the whole people" is as alive as ever in our community.

As members of the world community, we face a range of challenges of unprecedented size and complexity. Solving these global challenges will require the contributions of institutions and organizations from around the world. Universities will have a paramount role in developing ground breaking new ideas. UAlberta will honour our commitment to act "For the Public Good" and will do so guided by the UN Sustainable Development Goals (SDGs) and in close cooperation with national and international partners. UAlberta will feature itself as a university with a strategic focus on the SDGs and commitment to using them as lead principles for many sectors of our international agenda.

Strategy 9.1	Support and celebrate faculty and student projects and initiatives that advance UN SDGs.
Strategy 9.2	Develop and cultivate relationships with international development organizations at the national and international level.
Strategy 9.3	Develop strategic geographical and topical areas of focus to concentrate the university's efforts; connect with and contribute to the UN SDGs at both the local and global level.
Strategy 9.4	Improve mechanisms to better connect UAlberta expertise to international initiatives on global challenges with major policy and funding organizations.
Strategy 9.5	Highlight opportunities for engagement and funding sources for international development work.

V. SUSTAIN

Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

International Objective 10:

Ensure clarity of roles and responsibilities for all stakeholders in designing and implementing the international agenda of UAlberta and facilitate institutional collaboration and alignment.

The University of Alberta pursues internationalization with an integrated and coordinated approach. As internationalization is pervasive across many dimensions of the university, stakeholders from all parts of the campus are encouraged to collaborate. The various dimensions of scholarly pursuits at the university – teaching, research, and service – all play a role in building relationships around the world and creating international impact.

An international strategy relies first and foremost on the Faculties and their vision, capabilities and needs, balanced with institutional aspirations and parameters. UAI provides services and programs that aim to support faculty initiatives and, where possible and productive, connect faculty-based initiatives with other university-wide activities. Other Central level units also shape and facilitate overall institutional brand development and the cultivation of high-level relations for priority projects and programs.

Strategy 10.1	Ensure university-wide communication relating to the following: international projects, initiatives and funding opportunities, news on relevant government developments, information on higher education and research in other parts of the world, good practice information from within UAlberta, the Province of Alberta, Canada, and abroad.
Strategy 10.2	Develop and maintain governance structures for the various dimensions of our international agenda and ensure these structures are effectively coordinated so that they form a dynamic, creative, and efficient international ecosystem.

International Objective 11:

Ensure effective, efficient, as well as sustainable delivery of international projects and programs.

International strategies are being turned into institutional value-add by way of programs and projects that are efficiently designed as well as managed with regard to risk. We cultivate the necessary skills and competencies, we establish and preserve appropriate organizational infrastructure and resources, and we commit to accountability and ongoing evaluation in our international activities at all levels of the university.

Strategy 11.1	Develop and enhance structured tools and processes for the delivery of international projects, programs, and initiatives at all levels of the university.
Strategy 11.2	Develop and ensure financial resources to support international activities in the Faculties, UAI and other units.
Strategy 11.3	Create and disseminate information on opportunities for professional development relating to the international dimension of teaching, research, and university services, including for improved intercultural communication skills, for professors, staff, and students.

OVERSIGHT AND ACCOUNTABILITY

The implementation of this International Strategic Plan unfolds in the environment of a large and complex institution that is aiming to fulfill multiple objectives and operates with numerous stakeholders internally and externally. Achieving our aspirations under this strategy is a shared responsibility of all members of the campus community. In such an environment, it is key to keep international activities closely connected to core institutional targets and to ensure ongoing involvement of all relevant stakeholders. UAlberta has thus established an 'international ecosystem' that serves as the backbone for all the planning, implementation, and evaluation of the International Strategic Plan. We will draw on UAI to support the priorities and activities that are identified by this strategy and the international ecosystem. Annual reports for the comprehensive International Strategic Plan and its implementation will be submitted to the relevant stakeholders indicated in the graphic below, as well as to external communities as appropriate.

Administration

- President's Committee on International Strategy
  - International Steering Committee
  - Deans' Council

University Governance

- Board of Governors
  - Board Learning, Research, and Student Experience Committee
- General Faculties Council
  - Academic Planning Committee

Item No. 10a

Governance Executive Summary
Action Item

Agenda Title	Proposed Terms of Reference for the: • **Audit and Risk Committee** • **Finance and Property Committee** • **Governance Committee** • **Human Resources and Compensation Committee** • **Investment Committee** • **Learning, Research, and Student Experience Committee** • **Reputation and Public Affairs Committee**

Motion:

THAT the Board of Governors, on the recommendation of its standing committees, approve:

a) the proposed Terms of Reference for the following standing committees of the Board of Governors:

- Audit and Risk Committee
- Finance and Property Committee
- Governance Committee
- Human Resources and Compensation Committee
- Investment Committee
- Learning, Research, and Student Experience Committee, and
- Reputation and Public Affairs Committee

as set forth in Attachment 1, to take effect July 1, 2019; and

b) the concurrent rescission of the existing Board standing committee Terms of Reference, as set forth in Attachment 2.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Michael Phair, Chair, Board of Governors; Marion Haggarty-France, University Secretary
Presenter(s)	Michael Phair, Chair, Board of Governors; Marion Haggarty-France, University Secretary; Juli Zinken, Board Secretary and Manager of Board Services

Details

Responsibility	University Governance
The Purpose of the Proposal is (*please be specific*)	To approve new and revised Terms of Reference for seven standing committees of the Board of Governors and to rescind the Terms of Reference for the current eight Board standing committees. These changes are being recommended based on the 2018 Report and Recommendations of the Board Working Group, Board-approved principle documents, and the Board's direction regarding delegations of authority.

Executive Summary (outline the specific item – and remember your audience)	Background:
	In August 2017, the Board of Governors held a strategic retreat with objectives that included
	To solidify the Board of Governors' commitment to dimensional governance that ensures the Board and all committees are doing the right work to guide the University and to support the ambitions of For the Public Good.
	The Board of Governors last reviewed its committee structure and mandates as a whole in 1999. Since that time, the *Universities Act* transitioned into the *Post-secondary Learning Act* (2004), the *Alberta Public Agencies Governance Act (APAGA)* was established, and the University of Alberta has continued to grow and transform.
	Following the retreat, a Board Working Group was formed to review the Board of Governors' processes, structure and role in providing strategic oversight, insight and foresight with a goal of governance excellence in support of the university's institutional strategic plan.
	On June 15, 2018, the Board of Governors approved the Report and Recommendations of the Board Working Group 2018, including the establishment of a Board Ad Hoc Group on Committee Mandates and Membership (BAGMM) to continue the implementation of committee-restructuring recommendations.
	BAGMM met from June to December 2018 and made the following recommendations that were subsequently approved by the Board of Governors:
	• Terms of Reference for a Board Governance Committee
	• Principles on Board Standing Committee Composition
	• Committee composition frameworks for each Board Standing Committee
	• Revisions to the mandate statements at the beginning of each committee's Terms of Reference
	BAGMM also considered revisions regarding limitations on delegation by the Board of Governors (based on Board-approved Principles to Guide Board Delegation of Authority); and, in consultation with General Counsel and senior administration, compiled a list of possible future changes. Some of these recommendations were intended to take effect upon approval of revised committee Terms of Reference, and others have already come forward for Board approval.
	The last remaining component to implement the recommendations of the 2018 Board Working Group was to revise the Board standing committee Terms of Reference to ensure alignment with:
	• the report's committee restructuring recommendations,
	• the Board-approved committee mandate statements and principle documents, and
	• the Board's direction regarding delegations of authority.
	In February 2019, University Governance employed two post-secondary

governance experts to review and propose revisions to the current committee Terms of Reference. Over the April meeting cycle, each Board committee was given the opportunity to review and provide feedback on its draft Terms of Reference. The draft Terms of Reference were also shared with General Counsel to ensure compliance with legislation, regulations, and policy.

Changes to Terms of Reference since the May Board meeting:

Following those reviews, feedback was incorporated into the drafts, and a final set of revised Terms of Reference proceeded through the May committee cycle for Board of Governors approval on June 14, 2019. Incorporated into these final drafts are changes to reflect:

- Feedback from the Board Audit and Risk Committee (BARC) that the language regarding "Enterprise-wide Risk Management" (ERM) in its Terms of Reference and the other standing committees' Terms of Reference did not accurately reflect the Board's new process for ERM oversight;

- Feedback from General Counsel that the proposed committee-wide statement on the Board's role in approving new policy was too restrictive and would lead to the Board approving operational policies Administration currently has delegated authority over.

- Feedback from the Board Governance Committee that the phrase 'ordinarily a maximum of <#>" in reference to the number of voting members (Section 4) was not needed and may lead to unintended confusion when compared with the more prescriptive phrasing of "no more than" in Section 4d of each committee's Terms of Reference.

- BAGMM's recommendation that the Board Human Resources and Compensation Committee (BHRCC) be granted delegated authority for approval of Dean appointments and reappointments, on behalf of the Board of Governors.

- The Board Finance and Property Committee's (BFPC) recommendation regarding delegation of authority for residence and meal plan rates, **pending Board of Governors' approval on June 14, 2019.**

- Feedback from Administration and General Counsel regarding specific items in the Terms of Reference for BARC, the Board Finance and Property Committee, and BHRCC.

Members and Administration also raised questions regarding the definition of independent voting members, as incorporated into the membership framework of the Terms of Reference for BARC, BHRCC, and the Board Investment Committee. While the Board approved the use of this term as part of its *Principles for Board of Governors Standing Committee Composition* in December 2018, development of a formal definition may be required going forward. At its May meeting, the Board Governance Committee decided to include a definition of independent voting members in future Board Bylaws, which the committee will begin work on in 2019-20.

Supplementary Notes / context	Next steps: over the coming months, University Governance will work with:

Item No. 10a

	• Committee Chairs and Administration to ensure changes to the committees' Terms of Reference are reflected in each committee's annual workplan and meeting structure; and • key internal stakeholders to communicate and implement these changes, ensuring that university policy documents reflect these changes.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively participating*: • Marion Haggarty-France, University Secretary • Juli Zinken, Board Secretary and Manager of Board Services • Julia Eastman, former University Secretary; Adjunct Professor, Peter B. Gustavson School of Business, University of Victoria • Christine Tausig Ford, former VP and Chief Operating Officer, Universities Canada; President, Higher Thinking Strategies Limited • Brad Hamdon, General Counsel
	Those who have been consulted: • Board of Governors – ongoing consultation since 2017 • Board Standing Committees – April and May 2019 meetings (+ early consultation during Board Working Group and BAGMM reviews) • President's Executive Committee – April 2019 (+ early consultation during Board Working Group and BAGMM reviews)
	Those who have been informed: •
Approval Route (Governance) (including meeting dates)	Board Standing Committees – for recommendation of individual Terms of Reference (May 2019 committee meetings) Board of Governors – for approval (June 14, 2019)

Strategic Alignment

Alignment with *For the Public Good*	*SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.* *21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.*
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. ☐ Enrolment Management ☒ Relationship with Stakeholders ☐ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☒ Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	• The *Alberta Public Agencies Governance Act* (APAGA) • *Post-secondary Learning Act* Section 62 • Principles for Board of Governors Delegation of Authority • Principles for Board of Governors Standing Committee Composition • Board Standing Committee Terms of Reference

Attachments:

1. Proposed new and revised Board Standing Committee Terms of Reference (21 pages) **– for approval**
2. Current Board Standing Committee Terms of Reference (29 pages) **– for rescission**

Prepared by: Juli Zinken, Board Secretary and Manager of Board Services, juli.zinken@ualberta.ca

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

1. **Mandate and Role of the Committee** – The Board Audit and Risk Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to all auditing, financial reporting and internal control functions; occupational health, safety, environmental stewardship, and security of the University community; and enterprise-wide risk management.

2. **Areas of Responsibility**
   Without limiting the generality of the foregoing, the Committee:

   Financial Reporting
   a) reviews with administration and the external auditor:
      i. the University's annual financial statements, including any relevant accounting or disclosure matters;
      ii. the external auditor's audit findings report and draft opinion on the financial statements;
      iii. any significant changes in the external auditor's audit plan, difficulties or disputes with Administration, or other matters related to the conduct of the audit which are to be communicated to the Committee under generally accepted auditing standards; and
      iv. recommends the annual financial statements to the Board of Governors for approval.
   b) reviews with administration and the external auditor the appropriateness of the University's current and proposed accounting and financial disclosure policies, principles and practices.
   c) reviews regularly with the General Counsel, Administration, and the external auditors any legal claim, legal or regulatory matter, or other contingency that could have a material effect upon the financial position or operating results of the University and the manner in which these matters have been disclosed in the financial statements.
   d) reviews published documents containing financial information derived from the financial statements for consistency with the information contained in the financial statements.

   Audit Oversight
   e) confirms and assures the independence of the University Auditor and the external auditor (including its agent).
   f) meets with the University Auditor, external auditor and Administration in separate in camera sessions to discuss any matters that the Committee or these groups believe should be discussed privately with the Committee.
   g) approves, in consultation with the external auditor and the University Auditor, their audit scope and plans.
   h) discusses audit findings and recommendations and confirms the appropriateness of administration's responses.
   i) reviews with the external auditor and the University Auditor the coordination of audit effort to assure completeness of coverage, reduction of redundant efforts and the effective use of audit resources.
   j) provides an open avenue of communication between the University Auditor, external auditor, Administration and the Board.

   External Audit Oversight
   k) reviews the annual engagement letter.
   l) receives reports on external audits other than those done by the Office of the Auditor General.

   Internal Audit Oversight
   m) approves the appointment, replacement, reassignment, or removal of the University Auditor.

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n) considers and reviews with Administration and the University Auditor:
    i. significant findings during the year and the responses of Administration thereto.
    ii. any difficulties encountered in the course of audits, including any restrictions on the scope of work or access to required information.
    iii. any changes required in the planned scope of the audit plan.
    iv. the internal audit department's charter, budget, staffing plan and work schedule.
    v. the internal audit department's compliance with applicable professional standards.

Enterprise-wide Risk Management

o) oversees the University's enterprise-wide risk management system on behalf of the Board. This includes:
    i. keeping the Board apprised of significant changes in risk levels and of emerging risks and opportunities.
    ii. guiding and coordinating consideration of risk by other Board committees. .
    iii. overseeing the enterprise risk management system and processes, including risk identification, monitoring, reporting and management.
    iv. regular Board education about the enterprise risk management process and associated roles and responsibilities.

p) reviews with administration, the University Auditor and the external auditor significant risks or exposures and assesses the adequacy of internal controls and mitigation strategies and measures. This includes reviewing reports from administration and the auditors and assessing the adequacy of:
    i. insurance coverage.
    ii. disaster recovery and business continuity plans and processes.
    iii. governance policies and procedures for information technology and information security controls.
    iv. other policies and procedures in place to minimize risks to asset value and mitigate damage to or deterioration of asset value.
    v. processes and controls to prevent and detect fraud and financial irregularities, including procedures for safe disclosure of complaints and concerns regarding financial irregularities or other accounting or auditing matters.

q) obtains reasonable assurance that financial risk is being effectively managed or controlled by reviewing with Administration:
    i. the University's tolerance for financial risks.
    ii. its assessment of the significant financial risks facing the University.
    iii. the University's policies and any proposed changes thereto for managing those significant financial risks.
    iv. its plans, processes and programs to manage and control such risks, including any strategies for mitigating foreign currency, interest rate and commodity price risk beyond those subject to the oversight by the University Board's Investment Committee.

r) reviews regularly with the University's General Counsel any legal or privacy claims or issues that could have a material effect upon the reputation or operations of the University.

s) reviews policies and reports on compliance therewith that require significant actual or potential liabilities, contingent or otherwise, to be reported to the Board in a timely fashion.

t) annually reviews a report on the compliance of travel and hosting expenditures incurred by the Board Chair, the President, and the Vice-Presidents with pertinent policies.

Occupational Health, Safety, Environmental Stewardship and Security

u) monitors compliance with pertinent legislation, regulations and University policies and procedures.

v) reviews and provides advice and recommendations on:
    i. reports on significant incidents, trends and outcomes at the University.

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    ii.   strategies and measures to support a culture that promotes occupational health, safety, environmental stewardship and security at the University.

Policy and Other Matters
w) reviews and approves changes to existing University policies relating to the Committee's mandate, subject to the Limitations on Delegation as set out in paragraph 3.
x) reviews and recommends new University policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
y) considers other matters at the request of the Board.

3. Limitation on Delegation by the Board of Governors

The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. The general delegation of authority by the Board to the Committee is limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 2, the Board:

a) approves the annual financial statements of the University.
b) approves policy changes with significant institutional impact.
c) approves new policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
d) reviews and approves decisions with respect to information from the Auditor General or the University Auditor on controls or related matters the Chair of the Committee or the Committee may consider prudent or necessary.
e) approves recommendations and considers information and reports on matters that in the opinion of the Committee may pose significant risk to the University, including to the health and safety of individuals.

4. Composition

The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members
Ex-officio (2)
    a) The Board Chair, by virtue of office
    b) The Chancellor, by virtue of office

Appointed (7)
    c) No more than seven voting members of the Board of Governors or external members of the public, as appointed by the Board or its delegate*

Non-voting Members
Non-Voting Officials
    d) The President and Vice-Chancellor, by virtue of office
    e) External Auditor (Auditor General of Alberta)

Non-Voting Officials appointed by the President
    f) Provost and Vice-President (Academic)
    g) Vice-President (Finance and Administration)
    h) University Auditor
    i) General Counsel
    j) University Secretary
    k) Committee Secretary
    l) Other officers, as determined by the President

University Governance is the official copyholder for files of the Board of Governors, GFC, and their standing committees.   *3 of 4*

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Chair/Vice-Chair

    m) The Committee Chair and Vice-Chair shall be selected from Committee membership Section 4(c) of these Terms of Reference.

    n) The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

*Voting Members of this committee require independence, as set-out in the Principles for Board of Governors Standing Committee Composition.

5. Committee Process and Procedures

The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.

b) develops and follows an annual work plan addressing both strategic and routine issues.

c) may ask members of Administration or others to attend a meeting and provide pertinent information as necessary.

d) has the power to conduct or authorize investigations into any matters within the Committee's scope of responsibilities. The Committee is empowered to retain independent counsel, accountants, or others to assist it in the conduct of any investigation.

e) annually reviews the terms of reference of the Committee and recommends to the Board Governance Committee any required changes.

6. Reporting to the Board of Governors

The Committee reports regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2019-05-27	Board Audit and Risk Committee (Board Audit Committee)	Recommended

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UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

BOARD FINANCE AND PROPERTY COMMITTEE
Terms of Reference

1. **Mandate and Role of the Committee** – The Board Finance and Property Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight and foresight with respect to all significant financial and property matters of the University.

2. **Areas of Responsibility**
Without limiting the generality of the foregoing, the Committee:

Financial
a) reviews and monitors quarterly financial statements with respect to operating and capital funds.
b) reviews and approves capitalization of funds to endowments.
c) reviews and recommends approval of the annual consolidated and capital budgets.
d) monitors trends and key budget drivers affecting the University and identifies the strategic implications of those trends for the University's future needs.
e) with input from the Board Reputation and Public Affairs Committee, reviews the annual report on donations and gifts, monitors fundraising performance, and considers implications, within the Board Finance and Property Committee mandate, for the mission and sustainability of the University.
f) reviews, approves, and recommends approval of internal loans, as determined by the university's Internal Loan Policy.

Tuition and Fees
g) approves increases to domestic student tuition fees equal to or less than the Consumer Price Index, as defined under the Alberta *Post-Secondary Learning Act* and its associated Regulations.
h) reviews and recommends new mandatory non-instructional fees, and approves increases to existing mandatory non-instructional fees equal to or less than the agreed-upon weighted annual inflation with both a ceiling of 5.0% and a floor of 0%.
i) approves new mandatory student instructional support fees, and changes to or deletions of existing mandatory student instructional support fees.
j) reviews and recommends approval of international student tuition fees.
k) approves the collection of fees on behalf of University of Alberta Students' Union and Graduate Students' Association.
l) reviews and approves residence rental rate increases equal to or less than 5.0%.
m) reviews and approves meal plan rate increases equal to or less than the most recently reported Alberta Consumer Price Index plus 1.0%.
n) reviews and recommends approval of parking rates.

Facilities, Property and Capital Expenditures
o) reviews, approves, and recommends approval of capital expenditures, as determined by the University's Capital Expenditure Authorization Request (CEAR) Policy.
p) reviews and recommends approval of the acquisition or disposition of real property, as determined by the University's Real Property Acquisiton and Disposition Procedures and as guided by the Capital Expenditure Authorization Request (CEAR) Policy approval limits.
q) Identifies and monitors trends relating to the University's property and its deferred maintenance needs, and assesses the strategic impact of such trends and changes on the University.
r) reviews quarterly planning reports for individual capital projects.
s) reviews and recommends approval of lands to be transferred to the University of Alberta Properties Trust Inc.
t) reviews and recommends approval of the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.
u) reviews and recommends the university's long-range development plan and other master plans for university lands, and monitors individual project proposals for implications to the university's long-range planning and strategic vision.

v) approves expenditures of a non-capital nature from the real property reserve fund.

Information Technology and Intellectual Property
w) reviews reports, strategies and plans regarding physical infrastructure and resource optimization for University information technology systems.
x) reviews and recommends new University policies on intellectual property and technology transfer and approves changes to policy in consultation with the Board Learning, Research and Student Experience committee.

Policy and Other Matters
y) reviews and approves changes to existing University policies relating to the Committee's mandate, subject to the Limitations on Delegation as set out in paragraph 3.
z) reviews and recommends new University policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
aa) considers risks associated with items before the Committee and makes recommendations to the Board Audit and Risk Committee and the Board.
bb) considers other matters at the request of the Board.

3. Limitation on Delegation by the Board of Governors

The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 2, the Board approves:

a) policy changes with significant institutional impact.
b) new policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
c) policies for the control and regulation of pedestrian and vehicle traffic on University lands.
d) guiding principles for changes to approved budgets and for transfer or reallocation of monies included in approved budgets
e) the annual consolidated and capital budgets.
f) international student tuition fees.
g) exceptional increases to domestic student tuition greater than the Consumer Price Index, as allowed under the Alberta *Post-Secondary Learning Act* and its associated Regulations.
h) new mandatory non-instructional fees.
i) increases to mandatory non-instructional fees greater than 5%, as allowed under the Alberta *Post-Secondary Learning Act* and its associated Regulations.
j) residence rental rate increases greater than 5.0%.
k) meal plan rate increases greater than the most recently reported Alberta Consumer Price Index plus 1.0%.
l) parking rates.
m) capital expenditures as determined by the University's Capital Expenditure Authorization Request Policy.
n) the acquisition or disposition of real property as determined by the University's Real Property Compliance Policy.
o) lands to be transferred to the University of Alberta Properties Trust Inc.
p) the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.
q) the university's long-range development plan and other master plans for university lands.
r) recommendations and considers information and reports on matters that in the opinion of the Committee may pose significant risk to the University.

4. Composition

The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members

Ex-officio (3)

a) The Board Chair, by virtue of office
b) The Chancellor, by virtue of office
c) The President and Vice-Chancellor, by virtue of office

Appointed (7)

d) No more than seven voting members of the Board of Governors or external members of the public, as appointed by the Board or its delegate

Non-voting Members

Non-Voting Officials appointed by the President

e) Provost and Vice-President (Academic)
f) Vice-President (Facilities and Operations)
g) Vice-President (Finance and Administration)
h) Vice-President (University Relations)
i) University Secretary
j) Committee Secretary
k) Other officers, as determined by the President

Chair/Vice-Chair

l) The Committee Chair and Vice-Chair shall be selected from Committee membership Section 4(d) of these Terms of Reference.
m) The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

5. Committee Process and Procedures

The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.
b) develops and follows an annual work plan addressing both strategic and routine issues.
c) annually reviews the terms of reference of the Committee and recommends to the Board Governance Committee any required changes.

6. Reporting to the Board of Governors

The Committee reports regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
_2019-05-28_	_Board Finance and Property Committee_	_Recommended_

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

BOARD GOVERNANCE COMMITTEE
Terms of Reference

1. **Mandate and Role of the Committee** – The Board Governance Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to the effectiveness, impact, organization, and procedures of the Board of Governors, to enhance board governance performance.

2. **Areas of Responsibility**
Without limiting the generality of the foregoing, the Committee shall:

Oversight of Institutional Strategic Plan
   a) support the University in the development and ongoing monitoring of the institutional strategic plan, and report thereon to the Board, as necessary.
   b) identify an annual outline of topics for discussion by the Board related to the institutional strategic plan, and also consider and explore other areas requiring additional focus by the Board or its committees.

Composition and Succession Planning
   c) identify required competencies and personal attributes required on the Board and its committees to ensure effective succession in its membership and leadership positions, including oversight and maintenance of a skills matrix for the Board to fulfil its responsibilities.
   d) Work with the Board Chair to identify candidates as prospective Board members and/or committee members to fulfill the roles and responsibilities of the Board.
   e) develop and implement a systematic and open process for seeking nominations for external members of the public to sit on Board committees.

Orientation and Development
   f) facilitate opportunities related to Board member orientation, mentorship, development, continuing education, and Board strategic planning, including an annual Board retreat, to support a solid understanding of the University and good governance practices.
   g) oversee opportunities for member engagement with university stakeholders and key sectors of the broader community.

Board Self-Assessment and Governance Best-Practices
   h) oversee the Board self-evaluation process and report to the Board on any findings and outcomes.
   i) review the Board's committee structure and mandates to ensure committees remain relevant and effective, with a comprehensive review every three years.
   j) monitor, review, and ensure Board compliance with governance legislation and documents.
   k) review and revise Board by-laws and codes of conduct for approval by the Board of Governors.
   l) review Board processes and meeting effectiveness, ensuring items before the Board or its committees are addressed efficiently, appropriately, and in accordance with legislated standards and best practices.
   m) review the information needs and time commitment of members to ensure that information and meeting management systems and practices facilitate the most effective use of members' time.
   n) ensure follow-up on action items and other recommendations of the Board.

Other Matters
   o) considers risks associated with items before the Committee and makes recommendations to the Board Audit and Risk Committee and the Board.
   p) consider other matters at the request of the Board.

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3. Limitation on Delegation by the Board of Governors

The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 2, the Board shall make all decisions with respect to:

a) decisions arising from the Board self-evaluation process.
b) the establishment or revisions of Board by-laws or codes of conduct.
c) the appointment of members to Board standing committees and other representative roles on behalf of the Board of Governors.

4. Composition

The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members
Ex-officio (3)

a) The Board Chair, by virtue of office
b) The Chancellor, by virtue of office
c) The President and Vice-Chancellor, by virtue of office

Appointed (7)

d) No more than seven voting members of the Board of Governors, and
e) No more than one external member of the public,

with a total not exceeding seven voting members as appointed by the Board or its delegate, of whom at least one must be the chair of a Board standing committee.

Non-voting Members
Non-Voting Officials

f) University Secretary
g) Committee Secretary

Chair/Vice-Chair

h) The Board Chair shall appoint the Committee Chair from the Committee membership Section 4(d) of these Terms of Reference.
i) The Committee appoints the Committee Vice-Chair from the Committee membership category Section 4(d) of these Terms of Reference, upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

5. Committee Process and Procedures

The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.
b) develops and follows an annual work plan addressing both strategic and routine issues.
c) annually reviews the terms of reference of the Committee and recommends to the Board of Governors any required changes.

6. Reporting to the Board of Governors

The Committee should report regularly to the Board of Governors with respect to its activities and decisions.

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BOARD GOVERNANCE COMMITTEE
Terms of Reference

Decision History:

DATE	DECISION-MAKER	DECISION
2018-10-12	*Board of Governors*	*Approved*
2018-12-14	*Board of Governors*	*Approved*
2019-05-24	*Board Governance Committee*	*Recommended*

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UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

BOARD HUMAN RESOURCES AND COMPENSATION COMMITTEE
Terms of Reference

1. **Mandate and Role of the Committee** – The Board Human Resources and Compensation Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to University human resources policies, procedures, and trends; collective bargaining and related service contracts; and senior administration selection, review, compensation, and succession planning.

2. **Areas of Responsibility**
   Without limiting the generality of the foregoing, the Committee:

   Collective Bargaining
   a) considers and recommends to the Board changes in collective agreements.
   b) reviews and approves the mandates for negotiating committees with all bargaining units.
   c) receives updates on collective bargaining, the administration of collective agreements, and labour relations, and provides feedback and advice to the President.

   Senior Administration Appointments/Reviews

   President
   d) monitors Presidential effectiveness and, through the Chair of the Committee, provides advice to the Chair of the Board on the performance of the President.
   e) annually solicits, reviews and evaluates the comments of the members of the Board with respect to the performance of the President and considers such other data, reports and information as the Committee considers useful.
   f) recommends the President's annual goals and objectives to the Board for approval.
   g) appoints Board members to search and review committees for the President as established under the University's Recruitment Policy and associated procedures.
   h) reviews and recommends the appointment, extension, reappointment and dismissal of the President.
   i) reviews and approves the compensation and all contractual terms and conditions for the President, prior to the execution thereof or any public announcement.

   Vice-Presidents
   j) reviews and recommends the appointment, extension, reappointments and dismissals of Vice-Presidents.
   k) reviews and approves the compensation and all contractual terms and conditions for the Vice-Presidents prior to the execution thereof or any public announcement, on the advice of the President.
   l) appoints Board members and external representatives of the Board to advisory search and review committees for Vice-Presidents, as established under the University's Recruitment Policy and associated procedures.
   m) annually provides advice to the President, through the Chair of the Committee, with respect to the responsibilities and performance (in relation thereto) of the Vice-Presidents.

   Senior Administration
   n) reviews and approves the appointment, extension, reappointments and dismissals of Deans and the University Registrar.
   o) reviews and approves matters of a substantive nature with respect to the procedures for the selection of Deans, as established under the University's Recruitment Policy and associated procedures.

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p) reviews succession plans for senior administration.

q) annually reviews the performance and approves the compensation of the Deputy Provost, the Deans, the University Registrar and the University Librarian, upon the advice and recommendation of the Provost.

r) approves the appointment of Killam and Tory Chairs.

The Committee makes recommendations with respect to appointments, extensions, reappointments and dismissals of Vice-Presidents and Deans on the advice and recommendation of the President.

Reports, Advice, Trends

s) considers trends affecting human resources policies of the University .

t) receives the report of the nominee of the Board to the Board of Trustees, of the Universities Academic Pension Plan.

u) receives the report of the nominee of the Board to the Public Service Pension Plan Sponsor Board.

v) monitors trends in compensation and benefits for executives, senior administrators, faculty, staff and other employees.

w) reviews and provides feedback on regular reports on hiring, retention, and other employment-related matters.

x) monitors the performance of the University in the areas of responsibility of the Committee against key strategic performance indicators and reports on this to the Board.

Policy and Other Matters

y) reviews and approves changes to existing University policies relating to the Committee's mandate, subject to the Limitations on Delegation as set out in paragraph 3.

z) reviews and recommends new University policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.

aa) considers risks associated with items before the Committee and makes recommendations to the Board Audit and Risk Committee and the Board.

bb) considers other matters at the request of the Board.

3. **Limitation on Delegation by the Board of Governors**

The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. The general delegation of authority by the Board to the Committee is limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 2, the Board approves:

a) the appointment, extension, reappointment and dismissal of Vice-Presidents and the President.

b) goals and objectives for the President.

c) collective agreements and substantial revisions thereof.

d) policy changes with significant institutional impact, including those related to the remuneration of Deans, Vice-Presidents and the President and other senior members of the Administration of the University.

e) new policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.

f) recommendations and considers information and reports on matters that in the opinion of the Committee may pose significant risk to the University.

4. **Composition**

The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

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BOARD HUMAN RESOURCES AND COMPENSATION COMMITTEE

Terms of Reference

Voting Members

Ex-officio (3)

a) The Board Chair, by virtue of office

b) The Chancellor, by virtue of office

c) The President and Vice-Chancellor, by virtue of office

Appointed (5)

d) No more than five voting members of the Board of Governors or external members of the public, as appointed by the Board or its delegate*

Non-voting Members

Non-Voting Officials appointed by the President

e) Provost and Vice-President (Academic)

f) Vice-President (Finance and Administration)

g) Vice-Provost and Associate Vice-President (Human Resources)

h) University Secretary

i) Committee Secretary

j) Other officers, as determined by the President

Chair/Vice-Chair

k) The Committee Chair and Vice-Chair shall be selected from Committee membership Section 4(d) of these Terms of Reference.

l) The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

*Voting Members of this committee require independence, as set-out in the Principles for Board of Governors Standing Committee Composition.

5. **Committee Process and Procedures**

The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.

b) develops and follows an annual work plan addressing both strategic and routine issues.

c) annually reviews the terms of reference of the Committee and recommends to the Board Governance Committee any required changes.

6. **Reporting to the Board of Governors**

The Committee reports regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2019-05-28	Board Human Resources and Compensation Committee	Recommended

University Governance is the official copyholder for files of the Board of Governors, GFC, and their standing committees.   *3 of 3*

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UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

1. **Mandate and Role of the Committee** – The Board Investment Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to all investments.

2. **Areas of Responsibility**
Without limiting the generality of the foregoing, the Committee:

Oversight of Investments
 a) reviews and approves Investment Proposals and strategies in alignment with the University Funds Investment Policy.
 b) establishes and works within the University's investment principles and beliefs.
 c) monitors, at least quarterly, implementation and compliance with the Investment Policy.
 d) monitors, at least annually, the actual and expected risk-return profile of the investment programs; the value added by specific elements of the Investment Policy; the continued appropriateness of the Investment Policy; and the cost effectiveness of the investment program.

Oversight of University's investment custodians, advisors and managers
 e) reviews the appointment and termination of the University's investment custodians and advisors.
 f) monitors at least quarterly, the performance of individual investment managers.
 g) reviews, monitors, and provides feedback on the process for the appointment and termination of individual investment managers.

Policy and Other Matters
 h) reviews and approves changes to existing University policies relating to the Committee's mandate, subject to the Limitations on Delegation as set out in paragraph 3.
 i) reviews and recommends new University policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
 j) reviews and approves the annual compliance certificate that confirms Investment and Treasury staff comply with the Employee Code of Conduct.
 k) considers risks associated with items before the Committee and makes recommendations to the Board Audit and Risk Committee and the Board.
 l) considers other matters at the request of the Board.

3. **Limitation on Delegation by the Board of Governors**
The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 2, the Board approves:

 a) policy changes with significant institutional impact, including:
    i. the establishment of broad risk tolerances, strategic asset allocation, and responsible investment.
    ii. investment objectives, and matters that affect the Effective Rate of Spending.
 b) new policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
 c) recommendations, and considers information and reports on matters that in the opinion of the Committee may pose significant risk to the University.

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4. Composition
The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members
Ex-officio (3)
    a) The Board Chair, by virtue of office
    b) The Chancellor, by virtue of office
    c) The President and Vice-Chancellor, by virtue of office

Appointed (7)
    d) No more than seven voting members of the Board of Governors or external members of the public, as appointed by the Board or its delegate*

Non-voting Members
Non-Voting Officials appointed by the President
    e) Vice-President (Finance and Administration)
    f) University Secretary
    g) Committee Secretary
    h) Other officers, as determined by the President

Chair/Vice-Chair
    i) The Committee Chair and Vice-Chair shall be selected from Committee membership Section 4(d) of these Terms of Reference.
    j) The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

*Voting Members of this committee require independence, as set-out in the Principles for Board of Governors Standing Committee Composition.

5. Committee Process and Procedures
The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.
b) develops and follows an annual work plan addressing both strategic and routine issues.
c) annually reviews the terms of reference for the Committee and recommends to the Board Governance Committee any required changes.

6. Reporting to the Board of Governors
The Committee reports regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2019-05-30	Board Investment Committee	Recommended

University Governance is the official copyholder for files of the Board of Governors, GFC, and their standing committees.   *2 of 2*

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UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

BOARD LEARNING, RESEARCH, & STUDENT EXPERIENCE COMMITTEE
Terms of Reference

1. **Mandate and Role of the Committee** - The Board Learning, Research, and Student Experience Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to University teaching and research affairs, student mental health and wellness, and future educational expectations and challenges.

2. **Areas of Responsibility**
Respecting the academic governance role of the General Faculties Council, the Committee assists the University to ensure that teaching, research and support for students advance in accordance with the University's vision, mission and strategic plan and in response to the evolving needs of students and society.

Subject to paragraph 3, the Committee:
a) monitors, evaluates, advises and makes decisions on behalf of the Board related to teaching, learning, research, and student experience, within the Board's legislative mandate.
b) keeps abreast of trends, opportunities and challenges in these areas and of evolving community and societal expectations; and
c) reviews the performance of the University in its areas of responsibility against appropriate performance measures and reports on this to the Board.

Without limiting the generality of the foregoing, the Committee:

Oversight and Facilitation of Academic Mission
d) reviews and approves major initiatives related to the overall academic mission and related plans and policies of the University.
e) keeps informed of how academic quality is measured at the university and regularly reviews and discusses quality assurance reports.
f) reviews and approves recommendations of General Faculties Council:
   i. for the establishment, continuation and re-organization of faculties, schools, departments and makes recommendations to the Board in respect thereof.
   ii. for major changes in instructional and research programs and other academic matters.
   iii. concerning the Comprehensive Institutional Plan and/or a similar document as required and makes recommendations to the Board in respect thereof.
g) reviews, provides feedback on and approves the enrolment management strategy and annually reviews such plans and outcomes.
h) reviews and approves the Code of Student Behaviour, the Code of Applicant Behaviour and the Practicum Intervention Policy.
i) monitors indicators, undertakes studies, and reviews academic matters that pertain to the quality of the educational experience at the University, in accordance with the Board's mandate.
j) receives for information proposals approved by the GFC Academic Planning Committee respecting Shared Credential Programs.

Oversight and Facilitation of Research and Knowledge Mobilization
k) reviews and approves recommendations of General Faculties Council for major changes in research programs.
l) reviews and provides feedback on regular reports on research and knowledge mobilization, including the activities of centres and institutes.
m) monitors matters related to intellectual property and technology transfer.

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Oversight and Facilitation of Quality of Students' Experience

n) reviews and provides feedback on:
   i. regular reports about student experience, wellness and success.
   ii. related campus programs, partnerships and strategies, including promotion of diversity and inclusion.
o) monitors University compliance with student health and wellness legislation, regulations and University policies and procedures.

Policy and Other Matters

p) reviews and approves changes to existing University policies relating to the Committee's mandate, subject to the Limitations on Delegation as set out in paragraph 3.
q) reviews and recommends new University policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
r) considers risks associated with items before the Committee and makes recommendations to the Board Audit and Risk Committee and the Board.
s) considers other matters at the request of the Board; and

3. Limitation on Delegation by the Board of Governors

The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. The general delegation of authority by the Board to the Committee is limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 2, the Board approves:

a) the establishment, continuation, reorganization or abolition of faculties, schools and departments.
b) program approvals involving the creation or suspension of a degree program (but not specializations of an existing degree).
c) proposals that deal with the academic transformation of the institution.
d) policy changes with significant institutional impact.
e) new policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
f) recommendations and considers information and reports on matters that in the opinion of the Committee may pose significant risk to the University.

4. Composition

The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members
Ex-officio (3)
a) The Board Chair, by virtue of office
b) The Chancellor, by virtue of office
c) The President and Vice-Chancellor, by virtue of office

Appointed (7)
d) No more than seven voting members of the Board of Governors or external members of the public, as appointed by the Board or its delegate

Non-voting Members
Non-Voting Officials appointed by the President
e) Provost and Vice- President (Academic)
f) Vice-President (Research)
g) University Secretary
h) Committee Secretary

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i) Other officers, as determined by the President

Chair/Vice-Chair

j) The Committee Chair and Vice-Chair shall be selected from Committee membership Section 4(d) of these Terms of Reference.
k) The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

5. Committee Process and Procedures
The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.
b) develops and follows an annual work plan including topics of strategic importance, identified in conjunction with the Provost and Vice-President (Academic) and the Vice-President (Research).
c) annually reviews the terms of reference for the committee and recommends to the Board any required changes.

6. Reporting to the Board of Governors
The Committee reports regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2019-05-31	Board Learning and Discovery Committee	Recommended

University Governance is the official copyholder for files of the Board of Governors, GFC, and their standing committees.   *3 of 3*

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UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

BOARD REPUTATION AND PUBLIC AFFAIRS COMMITTEE
Terms of Reference

1. **Mandate and Role of the Committee** –The Board Reputation and Public Affairs Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to University reputation, identity, strategic communication, community engagement, philanthropy and advancement.

2. **Areas of Responsibility**
Without limiting the generality of the foregoing, the Committee:

University Reputation
   a) regularly reviews a multi-dimensional environmental scan on reputation, relationships and building trust, and other areas that administration has identified as adding value, with particular emphasis on identifying and mitigating reputational risks.
   b) regularly assesses provincial, national and international trends in university partnerships and positioning.
   c) oversees and guides efforts to safeguard and enhance the university's reputation.

University Identity
   d) oversees and guides efforts to protect and enhance the University's identity, brand, institutional image, marketing, profile and brand promise management.
   e) regularly assesses provincial, national and international trends in university identity and brand.

University Strategic Communication
   f) reviews and monitors strategic communication themes and key messages to target audiences as they relate to the University's relationships and mission.

University Community Engagement
   g) regularly reviews and assesses the identification of stakeholder communities and advises on new communities of stakeholders on which to focus, as well as efforts to reach new stakeholders.
   h) monitors and provides advice on efforts to develop positive and productive relationships with the University's stakeholder communities.
   i) reviews and recommends approval of the University of Alberta Annual Report to Government.

University Philanthropy and Advancement
   j) reviews annual fundraising reports and Naming Opportunity plans.
   k) monitors donor growth, and regularly reviews plans and outcomes of plans for donor development and growth and reports on budgetary concerns to the Board Finance and Property Committee.

Policy and Other Matters
   l) reviews and approves changes to existing University policies relating to the Committee's mandate, subject to the Limitations on Delegation as set out in paragraph 3.
   m) reviews and recommends new University policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
   n) reviews and approves honorific and philanthropic naming proposals of physical entities and, if necessary, recommends revocation of names of such entities to the Board for approval.
   o) considers risks associated with items before the Committee and makes recommendations to the Board Audit and Risk Committee and the Board.
   p) considers other matters at the request of the Board.

University Governance is the official copyholder for files of the Board of Governors, GFC, and their standing committees.   *1 of 3*

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BOARD REPUTATION AND PUBLIC AFFAIRS COMMITTEE
Terms of Reference

3. **Limitation on Delegation by the Board of Governors**
The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 2, the Board approves:

a) policy changes with significant institutional impact.
b) new policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.
c) revocation of honorific or philanthropic namings of physical entities
d) the University of Alberta Annual Report to Government.
e) recommendations and considers information and reports on matters that in the opinion of the Committee may pose significant risk to the University.

4. **Composition**
The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members
Ex-officio (3)
a) The Board Chair, by virtue of office
b) The Chancellor, by virtue of office
c) The President and Vice-Chancellor, by virtue of office

Appointed (7)
d) No more than seven voting members of the Board of Governors or external members of the public, as appointed by the Board or its delegate

Non-voting Members
Non-Voting Officials appointed by the President
e) Vice-President (University Relations)
f) Vice-President (Advancement
g) Vice-President (Facilities and Operations)
h) University Secretary
i) Committee Secretary
j) Other officers, as determined by the President

Chair/Vice-Chair
k) The Committee Chair and Vice-Chair shall be selected from Committee membership Section 4(d) of these Terms of Reference.
l) The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

5. **Committee Process and Procedures**
The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.
b) develops and follows an annual work plan focused on reputational enhancement; donor development and growth; and provincial, national and international partnerships and positioning, in conjunction with the Vice Presidents (University Relations) and (Advancement)
c) annually reviews the terms of reference for the Committee and recommends to the Board Governance Committee any required changes.

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6. Reporting to the Board of Governors

The Committee reports regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2019-05-31	*Board Reputation and Public Affairs (Board University Relations) Committee*	*Recommended*

University Governance is the official copyholder for files of the Board of Governors, GFC, and their standing committees.   *3 of 3*

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UNIVERSITY OF ALBERTA

BOARD AUDIT COMMITTEE
Terms of Reference

1.   AUTHORITY

(a)   The Board Audit Committee (the "Committee") is created by and responsible to the Board of Governors (the "Board") of the University of Alberta (the "University").

(b)   The Vice-President (Finance and Administration) shall provide management support to the Committee.

(c)   University Governance shall provide administrative support to the Committee.

(d)   The Committee shall function in accordance with the Board's General Committee Terms of Reference.

2.   COMPOSITION OF COMMITTEE

(a)   Voting Members appointed by the Board (Ordinarily a maximum of 12)
   (1)   At least 2 Board members from the membership categories identified by the Alberta *Post-Secondary Learning Act* (the Act) as general public, alumni and senate ; and
   (2)   At least 2, but no more than 8, external members of the general public
   (3)   The Board Chair, by virtue of office
   (4)   The Chancellor, by virtue of office

(b)   Non-Voting Officials
   (1)   External Auditor (Auditor General of Alberta)
   (2)   The President and Vice-Chancellor, by virtue of office

(c)   Non-Voting Officials appointed by the President
   (1)   Provost and Vice-President (Academic)
   (2)   Vice-President (Finance and Administration)
   (3)   University Auditor (Associate Vice-President (Audit & Analysis) and University Auditor)
   (4)   General Counsel
   (5)   University Secretary
   (6)   Committee Secretary
   (7)   Other officers, as determined by the President

(d)   No member of the staff (academic or non-academic) nor any student of the University shall sit as a member of the Committee.

(e)   One member of the Committee shall also serve on the Board Finance and Property Committee.

(f)   The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1), upon the recommendation of the Board Chair

(g)   The Committee appoints the Committee Vice-Chair from the Committee membership category Section 2a(1) of these Terms of Reference, upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

(h)   A quorum of the Committee shall be 50% of the members listed in 2(a)(i) and (ii) of the Terms of Reference, one of whom must be a Board Member.

(i)   The majority of members of the audit committee should be financially literate and at least three members should have accounting or related financial expertise. Financial literacy requirements that may be considered include:

   i.   The ability to read, comprehend and analyze the financial statements and the notes to the financial statements.
   ii. The ability to understand accounting policies, estimates and judgments when these are explained by management and the external auditor.
   iii. An understanding of the business of the University and any unique features that may impact the accounting policies.
   iv. Knowledge and understanding of the strategies that the University has adopted, especially the risks inherent with new strategies.
   v.   An ability to understand the University's risk environment.

3.   <u>MANDATE OF THE COMMITTEE</u>

Except as provided in Section 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate and make decisions on behalf of the Board with respect to all auditing, financial reporting and internal control functions relating to the University.

Without limiting the generality of the foregoing the Committee shall:

Communication and Independence

(a)   provide an open avenue of communication between the University Auditor, external auditor, and the Board;

(b)   review and approve the appointment, replacement, reassignment, or removal of the University Auditor;

(c)   confirm and assure the independence of the University Auditor and the external auditor (including its agent);

Risk Management: Enterprise-wide risk

(d)   have overarching responsibility for oversight of the University's enterprise-wide risk management process and for providing institutional risk information to the university's Board of Governors, in consultation with the other Board of Governors' standing committees as directed by their individual mandates.

(e)   inquire of the senior administrative officers (Administration) of the University (including the University Auditor) and the external auditor about

significant risks or exposures and assess the steps Administration has taken to minimize such risk to the University and more specifically;

    i. considering whether the University has adequate processes and controls to prevent and detect fraud;

    ii. considering whether the University has adequate disaster recovery and business continuity plans and processes in place;

    iii. considering whether the University has adequate governance policies and procedures in place regarding information technology

Risk Management: Financial risk

(f) Given that it is the responsibility of the Board, in consultation with management, to identify the principal risks facing the University, determine the University's tolerance for risk and approve risk management policies, the Committee shall focus on financial risk and gain reasonable assurance that financial risk is being effectively managed or controlled by:

    i. reviewing with Administration the University's tolerance for financial risks;

    ii. reviewing with Administration its assessment of the significant financial risks facing the University;

    iii. reviewing with Administration the University's policies and any proposed changes thereto for managing those significant financial risks;

    iv. reviewing with Administration its plans, processes and programs to manage and control such risks;

(g) Ascertain that policies and procedures are in place to minimize risks to asset value and mitigate damage to or deterioration of asset value and review such policies and procedures periodically;

(h) Review the adequacy of insurance coverages maintained by the University;

(i) Review foreign currency, interest rate and commodity price risk mitigation strategies, if any, including the use of derivative financial instruments, beyond those subject to the oversight by the University Board's Investment Committee;

Risk Management: Financial reporting

(j) discuss with Administration their qualitative judgments about the appropriateness of accounting principles and financial disclosure practices used or proposed to be adopted by the University and, particularly, the degree of aggressiveness or conservatism of its accounting principles and underlying estimates;

    i. inquire as to the external auditor's views about whether the choices of Administration concerning accounting principles are conservative, moderate, or aggressive from the perspective of income, asset and liability recognition and whether those principles are common practices or are minority practices;

Risk Management: Other compliance and legal oversight

(k) Review policies and compliance therewith that require significant actual or potential liabilities, contingent or otherwise, to be reported to the Board in a timely fashion;

(l) Review regularly with the University's General Counsel any legal or privacy claims or issues that could have a material effect upon the reputation or operations of the University and review regularly with the General Counsel, Administration, and the external auditors, any legal claim or other contingency that could have a material effect upon the financial position or operating results of the University and the manner in which these matters have been disclosed in the financial statements;

Risk Management: Internal controls (including fraud)

(m) consider and review with the external auditor and the University Auditor:

     i. the adequacy of the University's controls including computerized information system controls and security;

     ii. any related significant findings and recommendations of the external auditor and the University Auditor together with responses of Administration thereto;

Audit Oversight

(n) approve, in consultation with the external auditor and the University Auditor their audit scope and plans;

(o) review with the external auditor and the University Auditor the coordination of audit effort to assure completeness of coverage, reduction of redundant efforts and the effective use of audit resources;

External Audit Oversight

(p) review with Administration and the external auditor at the completion of the annual examination:

     i. the University's annual financial statements;

     ii. the external auditor's audit findings report and his draft opinion on the financial statements;

     iii. any significant changes required in the external auditor's audit plan;

     iv. any serious difficulties or disputes with Administration encountered during the course of the audit; and

     v. other matters related to the conduct of the audit which are to be communicated to the Committee under generally accepted auditing standards;

University Auditor and Internal Audit Oversight

(q) consider and review with Administration and the University Auditor:

     i. significant findings during the year and the responses of Administration thereto;

> > ii. any difficulties encountered in the course of their audits, including any restrictions on the scope of their work or access to required information;
> > iii. any changes required in the planned scope of their audit plan;
> > iv. the internal audit department's budget, staffing plan and work schedule;
> > v. the internal audit department's charter; and
> > vi. the internal audit department's compliance with applicable professional standards;

(r) Safe disclosure: the Committee shall maintain procedures for:

> > i. the receipt, retention, and treatment of complaints received by the University regarding accounting, internal accounting controls, or auditing matters; and
> > ii. the confidential, anonymous submission by employees of the University of concerns regarding questionable accounting or auditing matters.

Other Compliance and Reporting Oversight

(s) review any published documents containing financial information derived from the financial statements and consider whether the information contained in these documents is consistent with the information contained in the financial statements;

(t) review with Administration all interim financial reports before they are forwarded to the Board;

(u) review legal and regulatory matters that may have a material impact on the financial statements, related University compliance policies and programs and reports received from regulators;

(v) report Committee actions to the Board with such recommendations as the Committee may deem appropriate;

Other Responsibilities

(w) the Committee shall have the power to conduct or authorize investigations into any matters within the Committee's scope of responsibilities. The Committee shall be empowered to retain independent counsel, accountants, or others to assist it in the conduct of any investigation;

(x) the Committee shall meet at least four times per year or more frequently as circumstances require. The Committee may ask members of Administration or others to attend the meeting and provide pertinent information as necessary;

(y) the Committee shall meet with the University Auditor, external auditor and Administration in separate *in camera* sessions to discuss any matters that the Committee or these groups believe should be discussed privately with the Committee;

(z) the Committee will perform such other functions as assigned by law, the *Post-Secondary Learning Act* or the Board;

(aa) the Committee shall review the performance of the University in the areas of responsibility of the Committee, against key strategic performance

initiates and performance measure reports and results in place from time to time and report thereon to the Board;

(bb) the Committee Chair shall annually provide input, to the President, through the Chair of the Board Human Resources and Compensation Committee with respect to the responsibilities and performance of those Vice-Presidents whose responsibilities are within the mandate of the Committee; and

(cc) the Committee shall annually review travel and hosting expenditures incurred by the Board Chair, the President, and the Vice-Presidents and review policies in that regard;

(dd) the Committee shall annually review the terms of reference of the Committee and recommend to the Board any required changes.

4. LIMITATIONS ON DELEGATION BY THE BOARD

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in Section 3, the Committee shall bring to the Board for final approval or information:

(a) the approval of the annual financial statements of the University and related auditor's reports;

(b) the receipt for review and information of the quarterly financial statements; it being understood that the material provided to the Board shall include information and explanation of material variations in revenue, expenditures and capital budgets;

(c) receipt of reports, information and recommendations and decisions with respect to issues that in the opinion of the Committee, may pose material risk to the University; and

(d) the review and approval of decisions with respect to information from the Auditor General or the University Auditor on controls or related matters the Chair of the Committee or the Committee may consider prudent or necessary.

5. REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board with respect to its activities and decisions.

Date	Decision-Maker	Decision
2011-02-28	Board Audit Committee	Approved - For Recommendation to BG
2011-03-18	Board of Governors	Approved
2011-09-19	Board Audit Committee	Approved – For Recommendation to BG
2011-10-21	Board of Governors	Approved
2012-10-01	Audit Committee Chair – editorial changes	
2013-09-30	Board Audit Committee	Approved - For Recommendation to BG
2013-10-18	Board of Governors	Approved
2014-09-22	Board Audit Committee	Approved – For Recommendation to BG
2014-10-24	Board of Governors	Approved
2016-02-29	Board Audit Committee	Approved – For Recommendation to BG
2016-03-18	Board of Governors	Approved

BOARD FINANCE AND PROPERTY COMMITTEE
Terms of Reference

1. **AUTHORITY**

   a) The Board Finance and Property Committee (the "Committee") is created by and responsible to the Board of Governors (the "Board") of the University of Alberta (the "University").

   b) The Vice-President (Finance and Administration) and the Vice-President (Facilities and Operations) shall provide management support to the Committee.

   c) The Committee shall function in accordance with the Board's General Committee Terms of Reference.

2. **COMPOSITION OF THE COMMITTEE**

   a) <u>Voting Members</u> appointed by the Board (ordinarily a maximum of 11 voting members):

      (1) Two Board members from the membership categories identified by the *Alberta Post-Secondary Learning Act* (*the Act*) as *general public, alumni* and *Senate*
      (2) A Board member from the membership category identified by the Act as *academic staff of the University*
      (3) A Board member from the membership category identified by the Act as *non-academic staff of the University*
      (4) Two Board members from the membership category identified by the Act as *students nominated by the council of the students association* or as *graduate student nominated by the council of the association*
      (5) One other member of the Board of Governors
      (6) A member of the general public with specific expertise in a field of interest to the Committee
      (7) The Board Chair, by virtue of office
      (8) The President and Vice-Chancellor, by virtue of office
      (9) The Chancellor, by virtue of office

   b) <u>Non-Voting Officials</u> appointed by the President

      (1) Provost and Vice-President (Academic)
      (2) Vice-President (Facilities and Operations)
      (3) Vice-President (Finance and Administration)
      (4) Vice-President (University Relations)
      (5) University Secretary
      (6) Committee Secretary
      (7) Other officers, as determined by the President

   c) One of the members from the Board's constituencies of general public, or the Senate or the Alumni Association who is a member of the Committee shall also serve as a member of the Audit Committee.

   d) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1), upon the recommendation of the Board Chair.

   e) The Committee shall designate the Vice-Chair from the Committee membership upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

3.   <u>MANDATE OF THE COMMITTEE</u>

Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all strategic and significant financial and property matters and policies of the University. The Committee shall also consider any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing, the Committee shall:

Financial

a)   review the quarterly financial statements with respect to operating and capital funds;
b)   review and recommend to the Board the Integrated Planning and Budgeting Policy which includes guiding principles for changes to approved budgets and for transfer or reallocation of monies included in approved budgets;
c)   review and recommend to the Board the annual and other budgets and major issues of policy related to budgets;
d)   review and recommend to the Board tuition and other like fees;
e)   approve authorized signing officers in respect of all banking and safekeeping;

Facilities and Property

f)   review, recommend to the Board or approve original Capital Expenditure Authorization Requests (CEARs) or individual Supplemental CEARs as determined by the Board-approved University of Alberta Capital Expenditure Authorization Request (CEAR) Policy;
g)   review and recommend to the Board the acquisition or disposition of real property as determined by the Board-approved Real Property Compliance Policy;
h)   review and recommend to the Board lands transferred to University of Alberta Properties Trust Inc.;
i)   review and recommend to the Board the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.;
j)   receive for information functional namings as approved by the Vice-President (Facilities and Operations);

Information Technology

k)   review reports, strategies, and plans regarding physical infrastructure and resource optimization for University information technology systems;

Policies

l)   approve policies for intellectual property and technology transfer;
m)   approve policies for construction and supply contracts, policies governing the use of space and planning reports for individual capital projects;
n)   recommend to the Board capital expenditure policies for the committee and for the Board;
o)   review and recommend to the Board policies for the control and regulation of pedestrian and vehicle traffic on University lands;
p)   review and approve policies on financial risk management for risks which may jeopardize the achievements of the strategic vision of the University;
q)   review and recommend to the Board policies regarding the acquisition, management, control and disposition of University buildings, land and equipment and regarding individual project proposals and the implications of these short and long-range capital plans to the strategic vision of the University;

Reports, Advice, Trends

r)   Review and provide recommendations to the Board Audit Committee on the University's enterprise-wide risks and risk measures related to the Committee mandate;

s) monitor trends affecting the University and the implications of those trends on finances and property of the University;

t) annually provide advice to the President, through the Chair of the Board Human Resources and Compensation Committee, with respect to the responsibilities and performance (in relation thereto) of those Vice Presidents whose responsibilities are within the mandate of the Committee;

u) review annual and quarterly reports highlighting progress achieved in implementing the University's current budget and strategic business plan, including appropriate and relevant performance indicators;

v) review planning reports for individual capital projects and receive a quarterly report on these;

w) receive for review an annual report from University of Alberta Properties Trust Inc.;

x) receive for review an annual report on donations and gifts and monitor performance against fundraising goals; and

y) annually review the terms of reference for the Committee and recommend to the Board any required changes.

4. LIMITATIONS ON DELEGATION BY THE BOARD

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee set out in paragraph 3, the Board shall:

a) approve the guiding principles, budgets and changes to approved budgets and the transfer or reallocation of monies included in approved budgets;

b) approve the annual and other budgets and major issues of policy related to budgets;

c) approve capital expenditures as determined by the Board-approved University of Alberta Capital Expenditure Authorization Request (CEAR) Policy;

d) approve capital expenditure policies;

e) approve tuition and other like fees;

f) approve policies regarding the acquisition, management, control and disposition of University buildings, land and equipment and regarding individual project proposals and the implications of these short and long-range capital plans to the strategic vision of the University; and

g) approve the acquisition or disposition of real property as determined by the Board-approved Real Property Compliance Policy.

h) approve lands transferred to University of Alberta Properties Trust Inc.;

i) approve the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.;

j) approve policies for the control and regulation of pedestrian and vehicle traffic on University lands.

5. REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2006-11-20	Board Finance and Property Committee	Recommended to Board of Governors
2006-12-8	Board of Governors	Approved
2008-06-10	Board Finance and Property Committee	Recommended to Board of Governors
2008-06-20	Board of Governors	Approved
2008-10-03	Editorial Revisions Made as a Result of CEAR Policy Approved by BFPC/Board	
2009-09-16	Board Finance and Property Committee	Recommended to Board of Governors
2009-10-02	Board of Governors	Approved
2011-02-01	Board Finance and Property Committee	Recommended to Board of Governors
2011-02-11	Board of Governors	Approved
2011-09-20	Board Finance and Property Committee	Recommended to Board of Governors
2011-10-21	Board of Governors	Approved

2012-07-12	Editorial Revisions Made as a Result of Changes in Title	
2013-10-01	Board Finance and Property Committee	Recommended to Board of Governors
2013-10-18	Board of Governors	Approved
2014-09-23	Board Finance and Property Committee	Recommended to the Board of Governors
2014-10-24	Board of Governors	Approved
2015-09-29	Board Finance and Property Committee	Recommended to the Board of Governors
2015-10-16	Board of Governors	Approved
2016-03-01	Board Finance and Property Committee	Recommended to the Board of Governors
2016-03-18	Board of Governors	Approved
2016-09-27	Board Finance and Property Committee	Recommended to the Board of Governors
2016-10-21	Board of Governors	Approved
2017-09-26	Board Finance and Property Committee	Recommended to the Board of Governors
2017-10-20	Board of Governors	Approved

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

<u>**BOARD GOVERNANCE COMMITTEE**</u>
Terms of Reference

1. **Mandate and Role of the Committee** – The Board Governance Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to the effectiveness, impact, organization, and procedures of the Board of Governors, to enhance board governance performance.

    The Committee shall function in accordance with the Board's General Committee Terms of Reference and Principles for Board of Governors Standing Committee Composition.

2. **Areas of Responsibility**
    Without limiting the generality of the foregoing, the Committee shall:

    Oversight of Institutional Strategic Plan
    a) support the University in the development and ongoing monitoring of the institutional strategic plan, and report thereon to the Board, as necessary.
    b) identify an annual outline of topics for discussion by the Board related to the institutional strategic plan, and also consider and explore other areas requiring additional focus by the Board or its committees.

    Composition and Succession Planning
    c) identify required competencies and personal attributes required on the Board and its committees to ensure effective succession in its membership and leadership positions, including oversight and maintenance of a skills matrix for the Board to fulfil its responsibilities.
    d) Work with the Board Chair to identify candidates as prospective Board members and/or committee members to fulfill the roles and responsibilities of the Board.
    e) develop and implement a systematic and open process for seeking nominations for external members of the public to sit on Board committees.

    Orientation and Development
    f) facilitate opportunities related to Board member orientation, mentorship, development, continuing education, and Board strategic planning, including an annual Board retreat, to support a solid understanding of the University and good governance practices.
    g) oversee opportunities for member engagement with university stakeholders and key sectors of the broader community.

    Board Self-Assessment and Governance Best-Practices
    h) oversee the Board self-evaluation process and report to the Board on any findings and outcomes.
    i) review the Board's committee structure and mandates to ensure committees remain relevant and effective, with a comprehensive review every three years.
    j) monitor, review, and ensure Board compliance with governance legislation and documents.
    k) review and revise Board by-laws and codes of conduct for approval by the Board of Governors.
    l) review Board processes and meeting effectiveness, ensuring items before the Board or its committees are addressed efficiently, appropriately, and in accordance with legislated standards and best practices.
    m) review the information needs and time commitment of members to ensure that information and meeting management systems and practices facilitate the most effective use of members' time.
    n) ensure follow-up on action items and other recommendations of the Board.

    Other Matters
    o) consider other matters at the request of the Board.

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3. Composition

The Committee shall function in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members (ordinarily a maximum of 10)

Ex-officio (3)
- a) The Board Chair, by virtue of office
- b) The Chancellor, by virtue of office
- c) The President and Vice-Chancellor, by virtue of office

Appointed (7)
- d) No more than seven voting members of the Board of Governors, and
- e) No more than one external member of the public,

with a total not exceeding seven voting members as appointed by the Board or its delegate, of whom at least one must be the chair of a Board standing committee.

Non-voting Members

Non-Voting Officials
- f) University Secretary
- g) Committee Secretary

Chair/Vice-Chair
- h) The Board Chair shall appoint the Committee Chair from the Committee membership Section (d) of these Terms of Reference.
- i) The Committee appoints the Committee Vice-Chair from the Committee membership category Section (d) of these Terms of Reference, upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

4. Limitation on Delegation by the Board of Governors

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 2, the Board shall make all decisions with respect to:

- a) decisions arising from the Board self-evaluation process.
- b) the establishment or revisions of Board by-laws or codes of conduct.
- c) the appointment of members to Board standing committees and other representative roles on behalf of the Board of Governors.

5. Reporting to the Board of Governors

The Committee should report regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2018-10-12	Board of Governors	Approved
2018-12-14	Board of Governors	Approved

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BOARD HUMAN RESOURCES AND COMPENSATION COMMITTEE
Terms of Reference

1. ## AUTHORITY

    (a) The Board Human Resources and Compensation Committee (the "Committee") is created by and responsible to the Board of Governors (the "Board") of the University of Alberta (the "University").
    (b) The Vice-President (Finance and Administration) and the Provost and Vice-President (Academic) shall provide management support to the Committee.
    (c) University Governance shall provide administrative support to the Committee
    (d) The Committee shall function in accordance with the Board's General Committee Terms of Reference.

2. ## COMPOSITION OF COMMITTEE

    (a) Voting Members appointed by the Board (ordinarily a maximum of 10 voting members):

        (1) Up to six Board members from the membership categories identified by the Alberta Post-Secondary Learning Act (the Act) as general public, alumni and senate. There shall be no board members on this committee representing academic staff, non-academic staff or students
        (2) If required, a member of the general public with specific expertise in a field of interest to the Committee, to ensure the committee has the appropriate balance of skills and competencies;
        (3) The Board Chair, by virtue of office
        (4) The President and Vice-Chancellor, by virtue of office
        (5) The Chancellor, by virtue of office

        Non-Voting Officials appointed by the President

        (1) Provost and Vice-President (Academic)
        (2) Vice-President (Finance and Administration)
        (3) Vice-Provost and Associate Vice-President (Human Resources)
        (4) University Secretary
        (5) Committee Secretary
        (6) Other officers, as determined by the President

    (b) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1), upon the recommendation of the Board Chair.

    (c) The Committee shall designate the Vice-Chair from the Committee membership upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

3.   MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to, and the Board delegates to the Committee responsibility and authority for, all policies and procedures affecting staff working conditions at the University and matters for collective bargaining and related service contracts. The Committee shall also consider any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:

Collective Bargaining

a) consider and propose changes in collective agreements and confirm the mandate for negotiating committees with all bargaining units;

Staff Working Conditions

b) regularly assess staff benefit plans, including trends;
c) review and approve material changes to personnel policies of the University that are outside the regular collective bargaining process and consider trends affecting such policies;
d) receive and review the Annual Report, and the report of the nominee of the Board to the Board of Trustees, of the Universities Academic Pension Plan;

Senior Administration Appointments / Reviews

President

e) monitor Presidential effectiveness and, through the Chair of the Committee, provide advice to the Chair of the Board on the performance of the President;
f) annually solicit, review and evaluate the comments of the members of the Board with respect to the performance of the President and consider such other data, reports and information as the Committee considers useful;
g) appoint Board members to search and review committees for the President as established under the Board-approved University of Alberta Recruitment Policy and associated procedures;
h) review and recommend to the Board the appointment, extension, reappointment and dismissal of the President;
i) review and approve the compensation and all contractual terms and conditions for the President, prior to the execution thereof or any public announcement;

Vice-Presidents

j) annually provide advice to the President, through the Chair of the Committee, with respect to the responsibilities and performance (in relation thereto) of the Vice-Presidents;
k) review and approve the compensation and all contractual terms and conditions for the Vice-Presidents prior to the execution thereof or any public announcement, on the advice of the President;
l) appoint Board members and external representatives of the Board to advisory search and review committees for Vice-Presidents, as established under the Board-approved University of Alberta Recruitment Policy and associated procedures;
m) review and recommend to the Board the appointment, extension, reappointments and dismissals of the Vice-Presidents;

Senior Administration

n) annually review and approve the performance and compensation of the Deputy Provost, Deans, University Registrar and University Librarian on the advice and recommendation of the Provost;
o) review succession plans for senior administration;
p) review and recommend to the Board the appointment, extension, reappointments and dismissals of Deans;
q) review and approve matters of substantive nature with respect to the procedures for the selection of Deans, as established under the Board-approved University of Alberta Recruitment Policy and associated procedures;
r) approve the appointment of Killam and Tory Chairs;

In making reports and recommendations with respect to appointments, extensions, reappointments and dismissals of Deans and Vice-Presidents, the Committee shall do so on the advice and recommendation of the President.

Reports, Advice, Trends

s) review and provide recommendations to the Board Audit Committee on the University's enterprise-wide risks and risk measures related to the Committee mandate
t) monitor executive and university trends for compensation and benefits for senior institutional administrators;
u) annually report on an evaluation of the Board;
v) monitor the performance of the University in the areas of responsibility of the Committee, against key strategic performance initiatives and performance measure reports and results in place from time to time and report thereon to the Board;
w) annually review the terms of reference of the Committee and recommend to the Board any required changes.

The Committee shall review, evaluate and provide information and recommendations to the Board where the Board is making decisions in areas generally related to areas of responsibility of the Committee.

4.   LIMITATION ON DELEGATION BY THE BOARD

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to:

a) the appointment, extension, reappointments and dismissals of Deans, Vice-Presidents and the President;
b) the approval of goals and objectives for the President;
c) the approval of collective agreements and any substantial revisions thereof;
d) policy related to the remuneration of Deans, Vice-Presidents and the President and other senior members of the Administration of the University; and
e) the establishment of an annual report on an evaluation of the Board and decisions arising from that report.

5.   REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2002-09-20	Board of Governors	Approved
2006-10-3	Board Human Resources and Compensation Committee	Revised
2007-06-22	Board of Governors	Approved
2008-05-21	Board Human Resources and Compensation Committee	Recommended to Board of Governors
2008-06-20	Board of Governors	Approved
2010-09-23	Board Human Resources and Compensation Committee	Suggested Revisions
2011-02-01	Board Human Resources and Compensation Committee	Recommended to Board of Governors
2011-02-11	Board of Governors	Approved
2011-10-21	Board of Governors	Approved
2013-10-01	Board Human Resources and Compensation Committee	Recommended to Board of Governors
2013-10-18	Board of Governors	Approved
2014-09-29	Board Human Resources and Compensation Committee	Recommended to Board of Governors
2014-10-24	Board of Governors	Approved
2015-09-29	Board Human Resources and Compensation Committee	Recommended to Board of Governors
2015-10-16	Board of Governors	Approved
2016-05-30	Board Human Resources and Compensation Committee	Recommended to Board of Governors
2016-06-17	Board of Governors	Approved
2016-09-27	Board Human Resources and Compensation Committee	Recommended to Board of Governors
2016-10-21	Board of Governors	Approved

BOARD INVESTMENT COMMITTEE
Terms of Reference

1. AUTHORITY

    (a) The Board Investment Committee (the "Committee") is created by and is responsible to the Board of Governors (the "Board") of the University of Alberta (the "University").
    (b) The Vice-President (Finance and Administration) shall provide management support to the Committee.
    (c) The Office of the Vice-President (Finance and Administration) shall provide administrative support to the Committee.
    (d) The Committee shall function in accordance with the Board's General Committee Terms of Reference.

2. COMPOSITION OF COMMITTEE

    a) Voting Members appointed by the Board (ordinarily a maximum of 13 voting members)

       (1) Two Board members from the membership categories identified by the *Alberta Post-Secondary Learning Act* (*the Act*) as *general public, alumni* and *Senate* subject to 2 (c) below
       (2) Three to eight members of the general public
       (3) The Board Chair, by virtue of office
       (4) The President and Vice-Chancellor, by virtue of office
       (5) The Chancellor, by virtue of office

    b) Non-Voting Officials appointed by the President

       (1) Vice-President (Finance and Administration)
       (2) University Secretary
       (3) Committee Secretary
       (4) Other officers, as determined by the President

    c) No member of the staff (academic or non-academic) nor any student of the University shall sit as a member of the Committee.

    d) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1) or 2(a)(2), upon the recommendation of the Board Chair.

    e) The Committee shall designate the Vice-Chair from the Committee membership upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

    f) A skills/competency matrix of the membership will be maintained to assist the Board of Governors in the appointment of Voting Members.

3. MANDATE OF THE COMMITTEE

    Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate and make decisions on behalf of the Board with respect to all investments, including both short-term and long-term investments ("Investments"). The Committee shall also consider such other matters delegated to the Committee by the Board.

    Without limiting the generality of the foregoing the Committee shall:
    (a) assist the Board with all of its policy setting responsibilities related to Investments by reviewing and recommending the Endowment Objectives, the UEP Spending Policy (in matters that affect the Effective Rate of Spending), and the University Funds Investment Policy.

(b) annually review and provide recommendations to the Board Audit Committee on the University's enterprise-wide risks and risk measures related to the Committee mandate.

(c) annually review the Terms of Reference of the Committee and recommend to the Board any required changes.

(d) annually provide advice to the President, through the Chair of the Investment Committee, with respect to the responsibilities and performance (in relation thereto) of those Vice-Presidents whose responsibilities are within the mandate of the Committee.

(e) review and approve Investment Proposals for strategies in the University Funds Investment Policy that that in broad terms define the investment rationale, objective, asset class and/or strategy, and performance expectation.

(f) establish and document the basic investment principles and beliefs held by the Committee.

(g) review and monitor management's process for the appointment and termination of individual investment managers that underlie and support each Investment Proposal.

(h) review the appointment and termination of the University's investment custodians and advisors.

(i) monitor, at least quarterly, implementation and compliance with the Investment Policy.

(j) monitor, at least quarterly, the performance of individual investment managers.

(k) monitor, at least annually, the actual and expected risk-return profile of the investment program.

(l) monitor, at least annually, the value added by specific elements of the Investment Policy.

(m) review, at least annually, the continued appropriateness of the Investment Policy.

(n) monitor, at least annually, the cost effectiveness of the investment program.

(o) monitor, at least annually, staff's compliance with the University's Conflict of Interest Policy.

4.   LIMITATIONS ON DELEGATION BY THE BOARD

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Committee shall bring to the Board for final approval:

(a) the Investment Policies for the University, which shall include the establishment of broad risk tolerances, strategic asset allocation, asset class diversification, and quality standards.

(b) the Endowment Objectives and Spending Policy of the University.

In addition, the Board may, with or without recommendations from the Committee, establish investment policy matters with respect to matters of social responsibility.

5.   REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall annually, and if necessary more frequently, report to the Board with respect to its activities and decisions.

Date	Decision-Maker	Decision
2009-03-27	Board of Governors	Original Approved
2010-09-14	Board Investment Committee	Approved / Recommendation to the Board
2011-02-11	Board of Governors	Approved
2011-09-26	Board Investment Committee	Approved / Recommendation to the Board
2011-10-21	Board of Governors	Approved
2013-06-04	Board Investment Committee	Approved / Recommendation to the Board
2013-06-21	Board of Governors	Approved
2014-09-30	Board Investment Committee	Approved / Recommendation to the Board
2014-10-24	Board of Governors	Approved
2015-09-29	Board Investment Committee	Approved / Recommendation to the Board
2015-10-16	Board of Governors	Approved
2016-09-20	Board Investment Committee	Minor Editorial Revisions
2017-10-06	Board Investment Committee	Minor Editorial Revisions

UNIVERSITY OF ALBERTA

BOARD LEARNING AND DISCOVERY COMMITTEE
Terms of Reference

1.   AUTHORITY

(a) The Board Learning and Discovery Committee (the "Committee") is created by and responsible to the Board of Governors (the "Board") of the University of Alberta (the "University").

(b) The Provost and Vice-President (Academic) and the Vice-President (Research) shall provide management support to the Committee.

(c) University Governance shall provide administrative support to the Committee.

(d) The Committee shall function in accordance with the Board's General Committee Terms of Reference.

2.   COMPOSITION OF THE COMMITTEE

a) Voting Members appointed by the Board (ordinarily a maximum of 10 voting members)

   i)   A Board member from the membership category identified by the Post-Secondary Learning Act (*the Act*) as *academic staff of the University*;
   ii) A Board member from the membership category identified by the Act *as an undergraduate* s*tudent nominated by the council of the undergraduate student association*;
   iii) A Board member from the membership category identified by the Act as a *graduate student nominated by the council of the graduate student association;*
   iv) Four Board members from the membership categories identified by the Act as general public, alumni and senate;
   v)   The Board Chair, by virtue of office
   vi) The President and Vice-Chancellor, by virtue of office
   vii) The Chancellor, by virtue of office

b) Non-Voting Officials appointed by the President

   i)   Provost and Vice- President (Academic)
   ii) Vice-President (Research)
   iv) University Secretary
   v)   Committee Secretary
   vi) Other officers, as determined by the President

c) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2 a) iv), upon recommendation of the Board Chair,

d) The Committee shall designate the Vice-Chair from the Committee membership upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

3. <u>MANDATE OF THE COMMITTEE</u>

Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:

a. review and approve initiatives related to the overall academic mission and related plans and policies of the University;
b. review, provide feedback and approve teaching and research policies;
c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters;
d. review, provide feedback and approve the enrolment management strategy and annually review such plans;
e. review and approve the Code of Student Behaviour, the Code of Applicant Behaviour and the Practicum Intervention Policy;
f. review and provide recommendations to the Board Audit Committee on the University's enterprise-wide risks and risk measures related to the Committee mandate;
g. undertake studies and review academic matters that pertain to the quality of the educational experience at the University;
h. monitor educational and research trends, community expectations and demands;
i. monitor all matters related to intellectual property and technology transfer of research at the University.
j. ensure that the academic teaching and research activities at the University are administered and undertaken in a manner consistent with the vision and mission of the University;
k. consider future educational expectations and challenges to be faced by the University;
l. review proposals and recommendations of GFC concerning the establishment, continuation and re-organization of faculties, schools, departments and make recommendations to the Board in respect thereof;
m. review recommendations of GFC Academic Planning Committee concerning the Comprehensive Institutional Plan (CIP) and/or a similar document as required, and make recommendations to the Board in respect thereof;
n. review and recommend to the Board any annual reports and any other major issues within the mandate of the committee;
o. receive for information proposals approved by the GFC Academic Planning Committee respecting Shared Credential Programs;

p. review the performance of the University, in the areas of responsibility of the Committee, against performance measure reports and results in place from time to time and report thereon to the Board;

q. annually provide advice to the President, through the Chair of the Human Resources & Compensation Committee, with respect to the responsibilities and performance (in relation thereto) of those Vice-Presidents whose responsibilities are within the mandate of the Committee; and

r. annually review the terms of reference for the committee and recommend to the Board any required changes.

The Committee shall review, evaluate, and provide information and recommendations to the Board where the Board is making decisions in areas generally related to areas of responsibility of the Committee.

4.   LIMITATIONS ON DELEGATION BY THE BOARD

This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to:

a.   the establishment, continuation, reorganization or abolition of faculties, schools and departments;

b.   program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree);

c.   the consideration of proposals, ideas and issues that deal with the academic transformation of the institution.

5.   REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board with respect to its activities and decisions.

Decision History:

Date	Decision-Maker	Decision
2011-09-26	Board Learning and Discovery Committee	Recommended to the Board
2011-10-21	Board of Governors	Approved
2014-09-29	Board Learning and Discovery Committee	Recommended to the Board
2014-10-24	Board of Governors	Approved
2015-10-01	Board Learning and Discovery Committee	Recommended to the Board
2015-10-26	Board of Governors	Approved

UNIVERSITY OF ALBERTA

BOARD SAFETY, HEALTH AND ENVIRONMENT COMMITTEE
Terms of Reference

1. **Authority**

   a) The Board Safety, Health and Environment Committee (the "Committee") is created by and responsible to the Board of Governors (the "Board") of the University of Alberta (the "University")

   b) University Governance shall provide administrative support to the Committee.

   c) The Committee shall function in accordance with the Board's General Committee Terms of Reference.

2. **Composition of Committee**

   a) Voting Members appointed by the Board (ordinarily a maximum of 12 voting members)

      (1) Two Board members from the membership categories identified by the *Alberta Post-Secondary Learning Act* (*the Act*) as *general public, alumni* and *Senate*

      (2) A Board member from the membership category identified by the Act as *academic staff of the University*

      (3) A Board member or designate from the membership category identified by the Act as *students nominated by the council of the students association*

      (4) A Board member or designate from the membership category identified by the Act as *graduate student nominated by the council of the association*

      (5) Board member or designate from the membership category identified by the Act as *member of the non-academic staff*

      (6) Two members of the general public with specific expertise in the area of environmental health and safety.

      (7) A member of the general public with specific expertise in the area of non-clinical community health

      (8) The Board Chair, by virtue of office

      (9) The President and Vice-Chancellor, by virtue of office

      (10) The Chancellor, by virtue of office

   b) Non-Voting Officials appointed by the President

      (1) Provost and Vice-President (Academic) or delegate

      (2) Vice-President (Finance and Administration)

      (3) Associate Vice-President (Risk Management Services)

      (4) University Secretary

      (5) Committee Secretary

      (6) Other officers, as determined by the President

   c) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1), upon the recommendation of the Board Chair.

d) The Committee shall designate the Vice-Chair from the Committee membership upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

3. **Mandate of the Committee**

Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all matters concerning environmental health and the protection of the health, safety and security of the University community and the general public at the University as well as University student health and wellness. The Committee shall also consider any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:

a) provide oversight regarding the environmental health, safety and security of the University community:

   (i) approve University policies and procedures relating to environmental health, safety, and security issues and compliance therewith;

   (ii) monitor University compliance with all relevant environmental health, safety and security legislation, regulations and University policies and procedures;

   (iii) consider and make recommendations on matters pertaining to the University's interaction with government departments or agencies, such as other post-secondary institutions, dealing with environmental health, safety and security issues;

   (iv) receive and review those elements of the Risk Management Services portfolio plan relevant to the mandate of the Committee;

   (v) receive for information, review and provide recommendations on management or other reports relating to environmental health, safety and security incidents, trends and outcomes at the University or relevant industries;

   (vi) receive for information, review and provide recommendations on annual reports from University of Alberta Protective Services, Environmental Health and Safety and the Office of Emergency Management; and

   (vii) receive for information, review, and provide recommendations on management strategies and programs to create a culture of enterprise-wide risk management and compliance at the University relating to environmental, health, safety and security issues.

b) provide oversight regarding student health and wellness initiatives and strategies on campus:

    (i) review and approve University policies and procedures relating to student health and wellness issues;

    (ii) receive for information, review and provide recommendations on management or other reports relating to student wellness trends and initiatives at the University;

    (iii) receive for information, review and provide recommendations on management-led and other campus strategies and programs to create a wellness culture for University students;

    (iv) monitor University compliance with all relevant student health and wellness legislation, regulations and University policies and procedures; and

    (v) consider matters pertaining to the University's interaction with government departments or agencies, such as other post-secondary institutions, dealing with student health and wellness.

c) annually provide advice to the President, through the Chair of the Board Human Resources and Compensation Committee, with respect to the responsibilities and performance (in relation thereto) of those Vice Presidents whose responsibilities are within the mandate of the Committee

d) review and provide recommendations to the Board Audit Committee, with respect to the University's enterprise-wide risks and risk measures related to the Committee mandate.

e) review on an annual basis the terms of reference for the Committee and recommend to the Board any required changes.

4. <u>Limitations on delegation by the Board</u>

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to issues that pose or may reasonably be expected to pose significant risk to the health and safety of individuals and policies related thereto.

5. <u>Reporting to the Board</u>

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board on its activities and decisions including the University's compliance with respect to those statutory and regulatory responsibilities within the mandate of the Committee.

The Committee shall review, evaluate and provide information and recommendations to the Board where the Board is making decisions generally related to the Committee's areas of responsibility.

Decision History:

Date	Decision-Maker	Decision
2008-10-08	Board Safety, Health and Environment Committee	Recommendation to the Board
2008-11-07	Board of Governors	Approved
2011-02-15	Board Safety, Health and Environment Committee	Recommendation to the Board
2011-03-18	Board of Governors	Pending Approval
2011-09-27	Board Safety, Health and Environment Committee	Recommendation to the Board
2011-10-21	Board of Governors	Approved
2012-11-28	President / Chair of Board Safety, Health and Environment Committee	Addition to Non-Voting Officials
2013-09-24	Board Safety, Health and Environment Committee	Recommendation to the Board
2013-10-18	Board of Governors	Approved
2014-11-18	Board Safety, Health and Environment Committee	Recommendation to the Board
2014-12-10	Board of Governors	Approved
2015-09-30	Board Safety, Health and Environment Committee	Recommendation to the Board
2015-10-16	Board of Governors	Approved

BOARD UNIVERSITY RELATIONS COMMITTEE
Terms of Reference

1. <u>**Status, Authority and Compliance**</u>

   a. The Board of Governors (*the Board*) of the University of Alberta (*the University*) creates the University Relations Committee (*the Committee*) as a standing Committee of the Board, reporting and accountable to the Board.
   b. The Committee's authority is set forth in Committee Terms of Reference and in formal delegations approved by the Board.
   c. The Committee complies with all legislation, regulation and policy to which the Board is subject as well as the *General Terms of Reference for Board Committees* approved by the Board.

2. <u>**Mandate**</u>

   The Committee promotes the advancement of the University's Mission and Vision, aligns with the University Values, complies with the University Mandate and supports institution-wide plans, priorities and objectives by fulfilling its Committee Mandate in five Areas of Interest:

a.	**University Reputation**	The Committee guides efforts to ensure that the University safeguards and enhances its reputation to advance its interests.
b.	**University Identity**	The Committee guides efforts to ensure that the University protects and enhances its identity, brand and profile at the international, national, provincial, municipal and institutional levels to advance its interests.
c.	**University Strategic Communication**	The Committee guides efforts to ensure that the University identifies and effectively interprets strategic communication themes and key messages to targeted audiences, to enhance relationships, influence outcomes and advance the University's interests.
d.	**University Community Engagement**	The Committee guides efforts to ensure that the University's relationships with identified stakeholder communities are positive and productive.
e.	**University Philanthropy and Advancement**	The Committee guides efforts to ensure that the University's philanthropic and advancement policies and plans promote, attract and generate revenue to advance the University's interests.

University of Alberta Board of Governors
University Relations Committee Terms of Reference

3. **Scope of Duty**

Without limiting interpretation of the Committee Mandate to promote the University's Mission and Vision, align with the University's Values, comply with the University Mandate and support the institution-wide plans, priorities and objectives in five identified Areas of Interest, the Board authorizes the Committee to:

a. **Recommend** Board approval of proposals within the Committee Mandate, which realize the approved institution-wide plans, priorities, objectives or related policy goals;

b. **Recommend** Board approval of the Committee's proposed amendments to its Terms of Reference;

c. **Approve** policy matters within the Committee Mandate which align with Board-approved parent policy;

d. **Approve** the Committee's annual workplan;

e. **Maintain oversight**, at the appropriate governance level, on institutional and strategic issues within the Committee Mandate;

f. **Advise** the Board on broad institutional issues within the Committee Mandate;

g. **Review** and provide recommendations to the Board Audit Committee on the University's enterprise-wide risks and risk measures related to the Committee mandate,

h. **Evaluate** the Committee's performance regularly;

i. **Educate** Committee members regularly to ensure that they continue to be well able and prepared to make informed and timely decisions within all Areas of Interest of the Committee Mandate;

j. **Report** to the Board without delay all Committee decisions made with delegated authority of the Board;

k. **Report** annually to the Board on institutional progress within the Areas of Interest of the Committee Mandate; and

l. **Report** to the Board the results of Committee performance assessment.

4. **Composition of the Committee**

a. Voting Members appointed by the Board (Ordinarily a maximum 12 voting members)

   (1)   Three Board members from the membership categories identified by the *Alberta Post-Secondary Learning Act* (*the Act*) as *general public, alumni* and *Senate*

   (2)   A Board member from the membership category identified by the Act as *academic staff of the University*

   (3)   A Board member from the membership category identified by the Act as *member of the non-academic staff*

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      (4)   A Board member from the membership category identified by the Act as *students nominated by the council of the students association*

      (5)   The Board member from the membership category identified by the Act as *graduate student nominated by the council of the association*

      (6)   Two members of the general public

      (7)   The Board Chair, by virtue of office

      (8)   The President and Vice-Chancellor, by virtue of office

      (9)   The Chancellor, by virtue of office

b. <u>Non-Voting Officials</u> appointed by the President

      (1)   Vice-President (University Relations)

      (2)   Vice-President (Advancement

      (3)   Vice-President (Facilities and Operations)

      (4)   University Secretary

      (5)   Committee Secretary

      (6)   Other officers, as determined by the President

c. <u>Non-Voting Advisors</u> invited by the Committee Chair

From time to time, the Committee Chair may invite individuals who are not Board members to provide advice to the Committee.

5. **Committee Rules**

a. <u>Membership</u>
The Board appoints Committee members based upon competence, defined as knowledge, skill and experience which meet the needs and nature of the Committee.

b. <u>Quorum</u>
Committee quorum required to transact business is a simple majority of voting Committee members.

c. <u>Voting Rule</u>
A resolution is carried and endorsed by the Committee in the presence of a quorum only if the vote in favour of the resolution constitutes a simple majority of the number of voting members in attendance. The Board prohibits proxy voting.

d. <u>Committee Leadership</u>
The Board of Governors appoints the Committee Chair from the Committee membership category Section 4.a(1) of these terms of reference, upon the recommendation of the Board Chair. The Committee appoints the Committee Vice-Chair from the Committee membership category Section 4a(1) of these Terms of Reference, upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

e. <u>Attendance by Invited Guests</u>
The Committee Chair or the President may authorize the attendance of non-Committee members to attend a Committee meeting to offer expertise to the Committee's

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consideration of an issue. The Committee Chair may grant to these individuals the privilege of speaking but never the right to vote.

f. Meeting Format
The Committee will normally meet in person to conduct its business but the Committee Chair may authorize meetings, member attendance and/or voting by means of electronic media.

Decision History:

Date	Decision-Maker	Decision
2010-09-27	Community and Government Relations Committee	Recommendation to the Board
2010-10-15	Board of Governors	Approval
2011-09-26	University Relations Committee	Recommendation to the Board
2011-10-21	Board of Governors	Approval
2012-07-12		Minor editorial changes to reflect change in position title
2014-05-09	Board of Governors	Approval
2015-10-01	University Relations Committee	Recommendation to the Board
2015-10-16	Board of Governors	Approval
2016-04-22	University Relations Committee	Recommendation to the Board
2016-05-13	Board of Governors	Approval